

1996-97 Louisiana Progress Profiles

District Composite Report

St. Tammany Parish

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Louisiana Department of Education
Office of Management and Finance
Division of Planning, Analysis, and Information Resources

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The passage of the Children First Act in 1988 ushered in a new generation of analysis and research about the overall quality and condition of education in Louisiana. As the national reform of education continues to evolve, Louisiana is steadfast in its commitment to quality education and school accountability.

Progress Profiles (*School Report Cards*, *District Composite Reports*, and the *State Report*) provide information about schools to parents and the general public, provide a basis for educational planning, and increase educational accountability at all levels. By providing policy makers, parents, and other interested citizens valuable information on the inputs, processes, and outcomes of public education, these documents also offer a valuable resource for advancing school improvement.

The Progress Profiles Program, which is administered by the Louisiana Department of Education (LDE), Office of Management and Finance, Division of Planning, Analysis and Information Resources, was founded on the premise that educational improvement is most successful when parents, school staff, and policy makers have access to accurate information on a wide range of factors believed to influence student learning. The indicators included in the *Progress Profiles* were carefully selected because they:

- have been demonstrated through school effectiveness research to be related to student learning;
- represent key features of schooling that can be influenced by parents, school staff, and policy makers, and thus are useful for school improvement purposes; and
- yield the maximum amount of accurate and essential information possible without posing undue reporting burdens at either the school or district level.

To offer the most comprehensive overview possible and serve the specific needs of varied audiences, three levels of reporting are provided.

1. *School Report Cards* are tailored to the needs of parents and the general public. For 1996-97, *Report Cards* were produced for **1,413 of 1,447** public elementary, middle/junior high, high, and combination schools statewide.
2. *District Composite Reports* are produced for all 66 Louisiana public school districts. The most detailed and comprehensive of the three levels of reporting, these reports offer local and state-level policy makers longitudinal data.
3. The *Louisiana Progress Profiles State Report* is best suited to the needs of the general reader because it provides a succinct overview of the major characteristics of Louisiana education based on *School Report Card* findings.

“Any effort to improve schools must be designed to meet the goal of creating an active, thinking curriculum in specific disciplines, and success should be judged by whether increasing numbers of students reach agreed-upon performance standards.”

—Bill Honig

Phi Delta Kappan, June 1994

Purpose of the *District Composite Report*

The purpose of the *District Composite Report* is to provide information relevant to the condition of education in Louisiana. This report provides detailed longitudinal information on various indicators as well as analysis of data where feasible. It serves as an effective tool to aid policy makers and district administrators in identifying opportunities for school improvement.

Organization of This Report

The summary tables following this introduction offer district-level information for all indicators. In addition to quick-reference tables at the front of this report, district socioeconomic and demographic data are provided to aid readers. Financial information is included to give a more complete picture of Louisiana school districts.

The remainder of the report is organized into five parts, each encompassing a series of related educational indicators.

- *Part 1. District Summary.* School performance is influenced by community socioeconomic characteristics and by the level of local financial support for public education. Part I therefore presents parish (as opposed to district) demographic and socioeconomic indicators ranging from household income distribution and teen pregnancy rate to district revenue, expenditures, and average teacher salaries. District summary tables of all *Profile* indicators also are provided in Part 1.
- *Part 2. School Characteristics.* The context within which students are educated and the level of educational resources available to them impact learning. Part II focuses on key educational “inputs” and resources at the school level, i.e., the size of the student body and faculty, the school’s category (e.g., elementary schools, middle schools, etc.), class sizes, and the academic preparation of faculty.
- *Part 3. Student Participation.* For students to receive an education, they must first have the opportunity to learn; thus, the extent to which students are present and actively engaged in schooling is of vital importance (Oakes, 1989). Part 3 presents

three indicators that provide some measure of student participation: attendance, suspensions/expulsions, and dropouts.

- *Part 4. Student Achievement.* Part 4 reports two commonly cited school-level outputs: student performance on 1) criterion-referenced tests (CRTs), which measure student performance on state-prescribed curricula, and 2) norm-referenced tests (NRTs), which indicate how Louisiana students compare with other students nationally. The CRT results reported on the *Report Cards* are based on student performance on Louisiana Educational Assessment Program (LEAP) tests administered at the third, fifth, and seventh grade levels and on the Graduation Exit Examination (GEE), which is administered in grades 10 and 11. The NRT results, which are also part of LEAP, reflect student performance in grades 4, 6, and 8 on the California Achievement Test (CAT/5).
- *Part 5. College Readiness.* One goal of elementary-secondary schooling is to ensure that those students seeking an advanced education are adequately prepared for college. The *School Report Cards* present two indicators of college readiness: 1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes, and 2) the percentage of high school graduates who take remedial courses as first-time college freshmen.

Each indicator presented in this report is introduced by a brief narrative, organized as follows:

- an introduction to the indicator and its significance in the study and/or promotion of student learning;
- a description of how data are organized in the accompanying table(s);
- a description of how data appear in the *School Report Cards*;
- definitions of key terms, where applicable;
- formulas/equations used to calculate statistics, where applicable; and

-
- the source(s) of the data presented.

A glossary at the end of this report provides operational definitions for key terms.

School Categorization

The mission, organizational structure, and outcomes of schooling vary depending on the level of instruction (i.e., elementary, middle, etc.) (Levine & Lezotte, 1990). In recognition of this, the Profiles Program began in 1993-94 to group schools into four reporting categories based on level of schooling: elementary, middle/junior high, high, and combination (i.e., K-12).

Category comparison statistics are presented by district and for the state as a whole for those indicators that are not reported by grade level; these include class size, attendance, suspension, and expulsion. This homogeneous grouping of schools by level of instruction fosters probably the fairest comparisons; however, district- and state-wide comparison statistics also are provided.

Note: Category comparison statistics are provided for only those indicators that are reported at the school level. There are no category statistics for the testing and dropout indicators, which are reported by grade level and therefore have even greater comparability than those performance data that are reported by category.

All schools receiving 1996-97 School Report Cards are placed into one of four categories:

- *elementary*—any school whose grade structure falls within the range PK-8 and excludes grades 9-12.
- *middle/junior high*—any school whose grade structure falls within the range 4-9, includes grades 7 or 8, and excludes grades PK-3 and 10-12.

- *high*—any school whose grade structure falls within the range 6-12 and includes grades 10-12, or any school that contains only grade 9.
- *combination*—any school whose grade structure falls within the range PK-12 and is not described by any of the above definitions. These schools generally contain some grades in the K-6 range and some grades in the 9-12 range. Examples would include grade structures such as K-12; K-3, 9-12; and 4-6, 9-12.

If a school has been re-categorized due to a change in grade structure, that school's longitudinal data will appear in more than one category. For example, if Central High School had grades 9-12 from 1990-91 through 1992-93, its longitudinal data for those years would appear in the high school category. If Central High School became a K-12 school in 1993-94, its data in 1993-94 and thereafter would appear in the combination school category.

As a convenience to readers, the data tables that are organized by category are cross-referenced. In the above example, the high school category data would refer readers interested in Central High's longitudinal performance to the combination category data and vice versa.

Demographic Indicators Associated With Educational Attainment

Research has shown that demographic and socioeconomic variables affect student achievement. An analysis of the background characteristics of the student population places the school performance indicators in their broader context and helps shed light on the degree of difficulty that certain school districts or states experience in educating their particular student populations. In other words, inclusion of the demographic indicators in Part 1 provides a context for interpretation of the outcomes.

The *District Composite Report* presents the following socioeconomic and demographic information at the parish (not district), state and national levels:

-
- education attainment,
 - labor force breakdown,
 - household income distribution,
 - population by race,
 - single parent households,
 - all persons living below the poverty level, and
 - teen pregnancy rate.

The data are supplied by the U.S. Bureau of the Census and the Louisiana Department of Health and Hospitals.

District Financial Overview

There are many factors which contribute to the overall profile of a school district. Financial information is one of the vital factors which are part of that profile. Inclusion of this information in Part 1 helps the reader understand how a public school district functions, and it provides additional context for the interpretation of educational indicators.

Longitudinal Analysis: Tracking School Progress Over Time

By law, the Progress Profiles Program is required to present six years of data (the current year and the five previous years.) These longitudinal school-level data are presented in the *District Composite Report*. Each year, the *Composite Reports* are updated by adding the most current year's data and deleting the data that are more than six years old. The *School Report Cards* and *Progress Profiles State Report*, on the other hand, present only the most current year of data so that parents and policy makers who want a very concise and current snapshot of education performance need not wade through voluminous amounts of information.

Incorporating longitudinal data in the *District Composite Report* enables policy makers to anticipate changes in educational outcomes, not just describe them (Smith, 1988). However, longitudinal reporting does complicate the presentation of data. To assist policy

makers in interpreting data, tables in the *District Composite Report* have been formatted as follows:

1. *Cross-sectional data* (i.e., for any given year) are presented vertically in columns. School-to-school comparisons can be made within any given year by scanning up and down columns.
2. *Longitudinal data* are presented horizontally in rows. An individual school's progress on any single variable can be charted over time by scanning left-to-right across columns.
3. Schools are listed in *sequential order*, based on school site code and school category.
4. The 1995-96 and 1996-97 data are shaded as a reminder that 1995-96 was the first year that *Progress Profiles* data were extracted from the Student Information System (SIS), establishing a new baseline year for *Profiles* reporting purposes. **Comparisons between the 1995-96 and subsequent year to previous years' data are strongly discouraged (see box on next page).**

All longitudinal tracking of individual schools should be conducted with caution. Because schools, like other organizations, are constantly evolving, a school's name and/or grade configuration may change over time. Such changes may or may not signal a major change in the character of the school.

To facilitate longitudinal tracking of individual schools, the six-digit site codes that the LDE assigns to all public schools have been included in all tables. Barring a major change in grade structure at a school, these site codes remain constant over time and therefore are much more reliable identifiers than the school name itself.

In some instances, longitudinal data on a specific indicator are not available for every site due to school openings, closings, and/or reorganizations. Occasionally, an entire indicator may be added. For example, first-time college freshmen data were added to the *Report Cards* in 1992-93. In instances such as these, the tilde symbol (~) represents "unavailable data."

Data sometimes are not strictly comparable from one year to the next due to changes in reporting periods and data sources or to revisions in indicator definitions. In these instances, the data are footnoted to alert the reader to use caution in drawing longitudinal comparisons.

1995-96 Was A New Baseline Year Comparisons With Prior Years Data Are Strongly Discouraged

Special caution is urged in comparing 1995-96 and 1996-97 performance information to data from prior years because the Progress Profiles Program underwent two major changes in 1995.

1. **All 1995-96 and 1996-97 Student Participation data (i.e., attendance, suspensions/expulsions, and dropouts), some School Characteristics data (i.e., October 1 membership), and some College Readiness data (i.e., graduates) were taken from the student-level Student Information System (SIS).** The SIS data are much more detailed and more precisely defined than the aggregated data collected in prior years. They are not comparable, however, to the school summary data reported prior to 1995-96.
2. **All Student Participation indicators and most Achievement Indicators (i.e., norm- and criterion-referenced test results) have been expanded to include both regular and special education students.** In previous years, these indicators were limited to regular education students.

As a special caution to readers, the columns of 1995-96 and 1996-97 data are shaded. Data from prior years are presented only for the convenience of readers whose information needs are more historical than comparative.

The Challenge: Accurate and Reliable Reporting

Measurement is a process involving both theoretical as well as empirical considerations. Most assuredly, research based on the inadequate measurement of indicators does not result in a greater understanding of the particular indicator (Carmines and Zeller, 1979). Though it is widely recognized that the best educational policy is made when officials have access to accurate information, the use of inaccurate or unreliable data is more dangerous than no information at all. Recognizing this, every effort has been made to ensure the reliability and validity of the data reported on the *Progress Profiles*. Toward that end, LDE and district staff examine each indicator through a meticulous data correction and verification process.

The Progress Profiles Program has grown substantially over the past six years. The LDE has executed an elaborate process for data verification and analysis to ensure that quality is an intrinsic part of each *Progress Profiles* report.

Satisfying the Need for Analysis

Though all states have some form of educational performance indicator system, the criticism is often heard that too few do anything with the data. “The missing ingredient in most education indicator systems is analysis,” notes Allen Odden. “Analysis is critical; it makes sense of the data, explores relationships among the inputs, processes, and outputs of the educational system, and makes policy recommendations for change” (Odden, 1990).

In keeping with national trends toward supplementing educational indicator systems with policy-relevant analysis, LDE staff research the relationships among various *Report Card* indicators and explore their utility as predictors of student performance. The results of some analyses are presented in shaded boxes accompanying the narrative introduction to each indicator.

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LDE research offers statistical support for what teachers and other educators have long assumed: schools that display the highest level of student achievement are schools with a high percentage of student attendance, a low percentage of students suspended, and a low percentage of student dropouts (Franklin and Crone, 1993).

Part 1. District Summary

Parish Socioeconomic And Demographic Overview	1-1
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Parish Socioeconomic And Demographic Overview

The socioeconomic and demographic composition of the parish may shed light on household situations and thus the educational system of a school district. Issues such as income, poverty rate, single parent households, and teen pregnancy affect family function, which is strongly linked to achievement. This section examines state- and national-level information for each parish socioeconomic and demographic indicator presented.

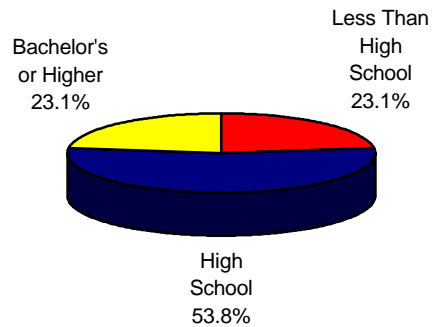
Definitions

- *Education Attainment*—is divided into three levels:
 1. Less than high school degree: includes persons of compulsory school attendance age or above who are not enrolled in school and are not high school graduates.
 2. High school degree: includes persons whose highest degree is a high school diploma or its equivalent and those who have attempted some college or have received an associate degree. Persons who completed the twelfth grade but did not receive a diploma are not included.
 3. Bachelor's degree or higher: includes those persons who have received a college, university, or professional degree.
- *Labor Force*—is divided into four categories:
 1. White collar: includes persons with executive, administrative, and managerial occupations; professional specialty occupations; technicians and related support occupations; sales occupations; and administrative support occupations, including clerical.
 2. Blue collar: includes persons with precision production, craft, and repair occupations; transportation and material moving occupations; positions held by machine operators, assemblers, and inspectors; and positions held by handlers, equipment cleaners, helpers, and laborers.
 3. Service: includes persons with private household occupations, protective service occupations, and other service occupations.
 4. Agriculture: includes persons who perform farming, forestry, and fishing industry jobs.
- *Household Income Distribution*—is divided into seven major groups. The annual income range begins with below \$15,000 and ends with \$100,000 and above.
- *Population by Race*—is divided into three major groups, white, black, and “other.” The “other” category consists of Native Americans and Asian/Pacific Islanders. It should be noted that, according to the 1990 Bureau of Census data, Hispanic origin can be viewed as the ancestry, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. Persons of Hispanic origin may be of any race and are therefore included in the categories of white, black, and “other.”
- *Single Parent Household Rate*—is the number of single parent households divided by the total number of households.
- *Poverty Threshold*—is revised to allow for changes in the cost of living as reflected in the Consumer Price Index. According to the 1990 Bureau of the Census data, the average poverty threshold for a family of four persons was \$12,674.
- *Teen Pregnancy Rate*—is the total number of teenage girls under the age of 19 divided by the total number of pregnant women.

St. Tammany Parish Socioeconomic and Demographic Overview

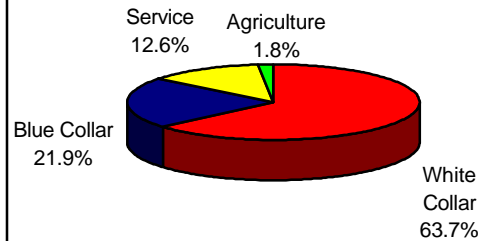
As each school district works toward its educational vision and goals, social and economic factors within the parish may directly or indirectly affect the educational experience of students. An overview of the relevant demographic and socioeconomic profile of each parish places the education indicator data presented in this report in the proper context. These data provide a socioeconomic and demographic profile of the parish as a whole, not the public school district.

Education Attainment



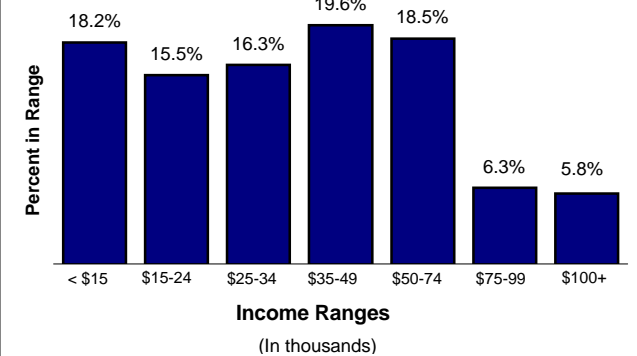
	Bachelor's or Higher	High School	Less Than High School
State	16.1%	52.2%	31.7%
Nation	20.3%	54.9%	24.8%

Labor Force



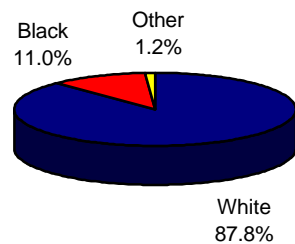
	White Collar	Blue Collar	Service	Agriculture
State	55.9%	27.4%	14.2%	2.5%
Nation	57.8%	25.6%	13.7%	2.9%

Household Income Distribution



	<\$15	\$15-24	\$25-34	\$35-49	\$50-74	\$75-99	\$100+
State	36.3%	18.8%	14.8%	14.7%	10.3%	2.7%	2.4%
Nation	24.3%	17.4%	15.2%	17.3%	15.4%	6.0%	4.4%

Population by Race



	White	Black	Other
State	67.3%	30.8%	1.9%
Nation	83.9%	12.3%	3.8%

Other Relevant Statistics

	Parish	State	Nation
Single Parent Households	13.4%	19.1%	14.8%
All Persons Living Below Poverty Level	13.7%	23.6%	13.5%
Teen Pregnancy Rate	12.2%	17.6%	12.8%

Source: US Bureau of Census, 1990
Vital Statistics, 1990-91 (Louisiana Department of Health & Hospitals)

District Financial Overview

Financial information broadens the understanding of how public school districts function and provides additional context for the interpretation of educational indicators. The two major components of the financial information are revenues and expenditures.

Definitions

- **Revenues**—are governmental funds appropriated for public education. Revenues are received from four main sources:
 1. **Local:** monies collected directly by a district through taxes (ad valorem, sales, and use taxes), bonds, revenues from other local government units, tuition, transportation fees, earnings of investments, food service, and community service.
 2. **State:** monies received from the state government through Louisiana's Minimum Foundation Program (MFP) formula, grants-in-aid, and specific programs such as the Early Childhood Program.
 3. **Federal:** monies received from the federal government through a variety of programs such as Title I, Impact Aid Fund, Reserve Officer Training Corps Program (ROTC), Headstart Programs, School Food Service, Adult Basic Education, and Special Education.
 4. **District revenues per pupil:** total revenues divided by the adjusted October 1 funded student membership.
- **Expenditures**—are charges incurred, whether paid or unpaid, which benefit the current fiscal year. Total expenditures include the following categories:*
- 1. **Instructional Expenditures:** monies spent for classroom instruction, pupil support, and instructional staff support.

2. **Non-instructional expenditures:** monies spent for school administration, business services, operations and maintenance, transportation, food services, enterprises, and community services.
3. **Facility Acquisition & Construction Services:** monies spent for activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites.
4. **District expenditures per pupil:** total expenditures minus debt service divided by the adjusted October 1 funded membership.

Additional items frequently of interest to the public are *average salary of full-time teachers* and *beginning teacher salary*. Average salary calculations include full-time classroom teachers and librarians; special education teachers, aides, guidance counselors, and part-time teachers are not included. *Beginning teacher salary* is defined as the salary paid to a new teacher with a bachelor's degree and no experience. This information is different from *average salary of full-time teachers*, which is an average of all teachers' salaries in the district.

Note: Some districts' financial data may be adjusted after the publication of this report due to audits. The financial information in this section is based on the December 1, 1997, figures provided by the Office of Management and Finance, LDE.

* Debt service and other long-term obligations are not included in expenditure figures because these monies provide services during multiple years and should not be attributed to only one year.

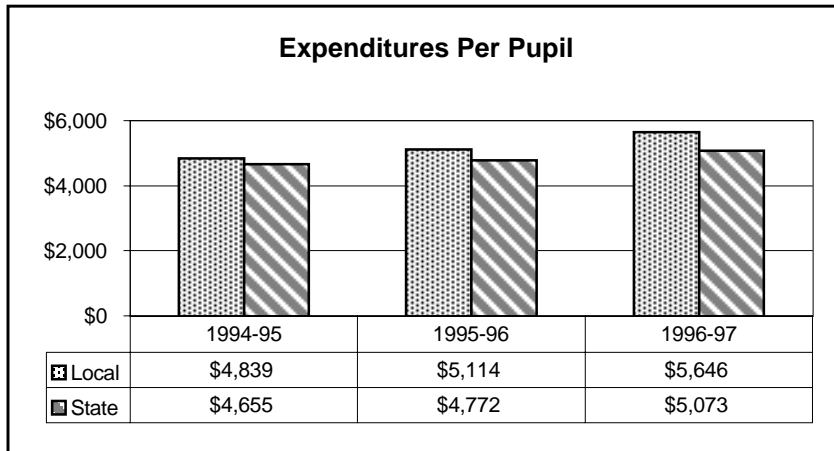
St. Tammany Parish Financial Profile

District Revenue by Source									
Revenue Source	1994-95			1995-96			1996-97		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Local	\$63,046,063	40.2%	35.2%	\$70,691,353	41.9%	36.8%	\$78,966,833	41.9%	37.4%
State	\$83,704,980	53.3%	52.8%	\$87,141,280	51.6%	50.9%	\$98,043,363	52.1%	50.8%
Federal	\$10,166,197	6.5%	12.1%	\$10,921,968	6.5%	12.3%	\$11,334,133	6.0%	11.8%
Total	\$156,917,240	100.0%	100.0%	\$168,754,601	100.0%	100.0%	\$188,344,329	100.0%	100.0%

Adjusted October 1 Student Membership		
1994-95	1995-96	1996-97
31,020	31,683	32,475

Revenues Per Pupil			
	1994-95	1995-96	1996-97
Local	\$5,059	\$5,326	\$5,800
State Average	\$4,848	\$4,981	\$5,296

Teacher Salaries			
Year	Local Beginning Salary	Local Average Salary	State Average Salary
1994-95	\$20,155	\$28,267	\$26,566
1995-96	\$20,760	\$29,069	\$26,800
1996-97	\$22,479	\$30,964	\$29,025



District Expenditures by Category									
Expenditure Category	1994-95			1995-96			1996-97		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Instructional Expenditures	\$98,844,071	69.6%	68.1%	\$104,941,307	69.5%	68.0%	\$115,758,649	69.9%	68.2%
Non-Instructional Expenditures	\$43,218,854	30.4%	31.9%	\$46,145,607	30.5%	32.0%	\$49,786,916	30.1%	31.8%
Subtotal	\$142,062,925	100.0%	100.0%	\$151,086,914	100.0%	100.0%	\$165,545,565	100.0%	100.0%
Facility Acquisition & Construction Services	\$8,057,557			\$10,945,612			\$17,795,063		
Total Expenditures (excluding debt services)	\$150,120,482			\$162,032,526			\$183,340,628		

Notes:

1. District financial data may be adjusted as a result of audits conducted by the Louisiana Department of Education.
2. Percentages may not total to 100% due to rounding.
3. Revenue per pupil and operating expenditure per pupil are based on adjusted October 1 funded student membership.

District Indicator Summary Results

School Characteristics

		Schools in St. Tammany Parish					
		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
Schools in St. Tammany Parish							
	October 1 Membership	27,991	28,832	29,997	31,155	31,667	32,472
	Number of Faculty	1,888	1,953	2,051	2,205	2,299	2,353

		Faculty with a Master's Degree or Higher									
		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97				
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Faculty with a Master's Degree or Higher		45.83	857	46.98	909	47.61	966	47.93	1,043	48.03	1,087

		Class Size Characteristics for Grades K-12											
		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97						
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Class Size Characteristics for Grades K-12													
<i>Elementary Schools</i>													
	Class Size Range 1 - 20	~	~	~	~	14.80	161	15.81	182	27.60	364	22.95	313
	Class Size Range 21 - 26	~	~	~	~	54.23	590	52.04	599	49.73	656	56.67	773
	Class Size Range 27 or more	~	~	~	~	30.97	337	32.15	370	22.67	299	20.38	278
<i>Middle/Jr. High Schools</i>													
	Class Size Range 1 - 20	~	~	~	~	21.14	274	28.54	369	29.36	384	31.36	429
	Class Size Range 21 - 26	~	~	~	~	31.40	407	39.83	515	33.03	432	41.15	563
	Class Size Range 27 or more	~	~	~	~	47.45	615	31.63	409	37.61	492	27.49	376
<i>High Schools</i>													
	Class Size Range 1 - 20	~	~	~	~	32.80	630	39.07	836	40.48	938	36.35	889
	Class Size Range 21 - 26	~	~	~	~	33.68	647	33.93	726	34.79	806	35.12	859
	Class Size Range 27 or more	~	~	~	~	33.52	644	27.01	578	24.73	573	28.54	698
<i>Combination Schools</i>													
	Class Size Range 1 - 20	~	~	~	~	34.59	46	25.78	33	~	~	~	~
	Class Size Range 21 - 26	~	~	~	~	41.35	55	43.75	56	~	~	~	~
	Class Size Range 27 or more	~	~	~	~	24.06	32	30.47	39	~	~	~	~
<i>All Schools</i>													
	Class Size Range 1 - 20	27.17	1,113	26.04	1,126	25.03	1,111	30.14	1,420	34.10	1,686	31.50	1,631
	Class Size Range 21 - 26	36.17	1,482	42.95	1,857	38.28	1,699	40.24	1,896	38.31	1,894	42.39	2,195
	Class Size Range 27 or more	36.66	1,502	31.01	1,341	36.68	1,628	29.63	1,396	27.59	1,364	26.11	1,352

~ = Unavailable Data

District Indicator Summary Results

Student Participation

Student Attendance						
	1991-92	1992-93 ¹	1993-94	1994-95	1995-96 ²	1996-97
Percent of Student Attendance						
<i>Elementary Schools</i>	~	~	95.52	95.25	95.21	95.18
<i>Middle/Jr. High Schools</i>	~	~	93.75	93.56	93.54	94.30
<i>High Schools</i>	~	~	91.87	92.00	91.81	92.11
<i>Combination Schools</i>	~	~	94.04	93.82	~	~
<i>All Schools</i>	93.48	93.81	94.18	94.01	93.94	94.18

Student Dropouts											
1991-92		1992-93 ³		1993-94		1994-95		1995-96		1996-97	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
0.87	22	0.19	5	0.22	6	1.51	43	2.77	77	8.42	239
0.91	23	0.83	21	0.37	10	1.27	34	3.34	90	6.20	163
6.08	167	3.92	115	2.77	80	3.37	99	10.23	315	12.89	409
3.44	73	3.86	86	2.84	68	3.96	99	8.15	202	12.43	307
4.00	72	4.65	87	3.71	73	3.80	79	7.96	175	10.83	237
3.20	51	4.00	63	2.75	45	3.33	58	8.13	160	8.18	162

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

³ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Participation (Continued)

Students Suspended and Expelled		Students Suspended and Expelled											
		1991-92		1992-93		1993-94		1994-95		1995-96 ¹		1996-97	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Elementary Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.01	2
	Suspended (Out of School)	~	~	~	~	2.70	425	3.37	554	2.49	443	3.29	591
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.05	8	0.09	15	0.03	6	0.01	2
Middle/Jr. High Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.30	327
	Suspended (Out of School)	~	~	~	~	16.46	1,240	15.14	1,100	12.76	906	9.72	600
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	1.10	83	0.84	61	0.75	53	0.19	12
High Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.30	28
	Suspended (Out of School)	~	~	~	~	10.70	888	11.79	1,035	10.91	1,020	11.01	1,035
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.64	53	0.80	70	0.77	72	0.53	50
Combination Schools													
	Suspended (Out of School)	~	~	~	~	7.05	87	6.81	86	~	~	~	~
	Expelled (Out of School)	~	~	~	~	0.24	3	0.08	1	~	~	~	~
All Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	1.07	357
	Suspended (Out of School)	7.72	2,406	8.21	2,619	8.05	2,640	8.22	2,775	6.96	2,364	6.68	2,224
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.09	29	0.14	46	0.45	147	0.44	147	0.39	131	0.19	64

District Indicator Summary Results

Student Achievement

		Percent of Students Passing CRT and Number of Students Tested											
		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Criterion-referenced Test (CRT) Results - Grade 03													
	Language Arts	97	2,057	97	2,055	98	2,177	98	2,097	96	2,345	96	2,450
	Mathematics	94	2,043	96	2,049	96	2,164	97	2,083	94	2,332	95	2,442
Criterion-referenced Test (CRT) Results - Grade 05													
	Language Arts	96	2,007	96	2,098	96	2,173	97	2,152	94	2,453	94	2,422
	Mathematics	94	2,008	94	2,088	94	2,174	95	2,150	92	2,441	93	2,422
Criterion-referenced Test (CRT) Results - Grade 07													
	Language Arts	94	2,057	93	2,166	95	2,151	95	2,198	91	2,476	92	2,520
	Mathematics	92	2,044	91	2,143	91	2,148	92	2,191	86	2,467	89	2,504
Graduation Exit Exam (GEE) Results													
	Language Arts	95	1,534	96	1,591	95	1,764	95	1,818	93	1,893	91	1,948
	Mathematics	88	1,512	91	1,585	87	1,755	88	1,811	86	1,889	84	1,973
	Written Composition	90	1,481	95	1,575	96	1,740	99	1,801	98	1,786	98	1,879
	Science	94	1,331	93	1,366	95	1,453	93	1,554	89	1,656	91	1,778
	Social Studies	94	1,336	94	1,369	92	1,471	96	1,572	93	1,723	93	1,791

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Achievement (Continued)

		Percent of Students by National Quarters and Median Percentile Rank California Achievement Test (CAT/5)					
		1991-92	1992-93 ²	1993-94	1994-95	1995-96 ¹	1996-97
Norm-referenced Test (NRT) Results - Grade 04							
	Fourth Quarter	~	42.3	45.5	46.6	48.3	49.7
	Third Quarter	~	27.8	27.4	28.4	29.0	27.6
	Second Quarter	~	20.3	17.9	16.7	15.2	15.2
	First Quarter	~	9.7	9.2	8.3	7.4	7.6
	Median Percentile Rank	~	70.2	71.8	73.3	74.6	75.3
Norm-referenced Test (NRT) Results - Grade 06							
	Fourth Quarter	~	29.5	32.6	35.1	38.5	39.4
	Third Quarter	~	28.9	29.1	30.0	30.2	30.2
	Second Quarter	~	27.4	25.7	22.5	20.6	21.4
	First Quarter	~	14.2	12.5	12.4	10.6	9.0
	Median Percentile Rank	~	58.3	60.6	63.0	66.6	67.1
Norm-referenced Test (NRT) Results - Grade 08							
	Fourth Quarter	~	~	~	~	~	42.8
	Third Quarter	~	~	~	~	~	30.1
	Second Quarter	~	~	~	~	~	19.9
	First Quarter	~	~	~	~	~	7.2
	Median Percentile Rank	~	~	~	~	~	69.9

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

² In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years data are not presented.

~ = Unavailable Data

District Indicator Summary Results

College Readiness

American College Test (ACT) Results					
1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
20.8	20.7	20.5	20.6	20.5	20.8

First-time College Freshmen Performance											
1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Number of High School Graduates ¹	~	1,338	1,293	1,547	1,414	1,442					
HS Graduates Who Were First-time College Freshmen	~	42.45	568	48.57	628	33.55	519	37.48	530	43.68	630
First-time Freshmen Enrolled in College Remedial Courses	~	43.84	249	46.97	295	43.93	228	41.89	222	42.85	270

¹ Represents graduates from the previous school year.

~ = Unavailable Data

Part 2. School Characteristics

Faculty with a Master's Degree or Higher.....	2-9
Class Size Characteristics	2-13

Table 1
Schools in St. Tammany Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
052001	Abita Springs Elementary School						
	Grade Structure	K-4,S	K-4,S	P,K-4,S	P,K-4	K-4,NG	K-3,NG
	October 1 Membership	445	487	515	537	529	468
	Number of Faculty	33	30	36	40	41	40
	Category	~	~	Elementary	Elementary	Elementary	Elementary
052002	Abita Springs Middle School						
	Grade Structure	5-9	5-9	5-9	5-8	5-8	4-6
	October 1 Membership	382	411	436	375	382	292
	Number of Faculty	30	32	35	34	37	31
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Elementary
052003	Abney, W.L., Elementary School						
	Grade Structure	K-5,S	K-5,NG,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG
	October 1 Membership	813	858	874	869	770	778
	Number of Faculty	52	58	67	60	61	62
	Category	~	~	Elementary	Elementary	Elementary	Elementary
052004	Alton Elementary School						
	Grade Structure	P,K-6,S	P,K-6,S	P,K-6,S	P,K-6	K-6,NG	K-6,NG
	October 1 Membership	261	277	301	285	273	283
	Number of Faculty	22	23	26	32	33	32
	Category	~	~	Elementary	Elementary	Elementary	Elementary
052005	Bayou Lacombe Middle School						
	Grade Structure	5-8,S	5-8,S	5-8	5-8	5-8	4-6
	October 1 Membership	331	325	316	312	306	231
	Number of Faculty	28	29	29	31	30	22
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Elementary
052006	Bonne Ecole Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG
	October 1 Membership	680	710	724	733	741	669
	Number of Faculty	45	46	52	51	54	55
	Category	~	~	Elementary	Elementary	Elementary	Elementary
052007	Boyet Junior High School						
	Grade Structure	6-8,S	6-8,S	6-8	6-8	7-8	7-8
	October 1 Membership	879	928	992	696	729	725
	Number of Faculty	51	57	65	52	52	50
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in St. Tammany Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
052008	Brock, Glynn H., Elementary School						
	Grade Structure	K-5,S	P,K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG
	October 1 Membership	289	311	325	294	252	269
	Number of Faculty	25	26	28	29	26	26
	Category	~	~	Elementary	Elementary	Elementary	Elementary
052009	Carolyn Park Middle School						
	Grade Structure	4-6,S	4-6,S	4-6,S	4-6	4-6,NG	4-6
	October 1 Membership	599	620	616	613	582	620
	Number of Faculty	41	43	43	44	44	44
	Category	~	~	Elementary	Elementary	Elementary	Elementary
052010	Chahta-Ima Elementary School						
	Grade Structure	P,K-4	P,K-4,NG,S	P,K-4,S	P,K-4	K-4,NG	K-3,NG
	October 1 Membership	478	474	459	498	418	346
	Number of Faculty	34	35	36	36	36	35
	Category	~	~	Elementary	Elementary	Elementary	Elementary
052011	Clearwood Junior High School						
	Grade Structure	4-8,NG,S	4-8,NG,S	4-8,S	4-8	4-8,NG	4-8,NG
	October 1 Membership	754	742	719	719	687	655
	Number of Faculty	51	53	54	59	57	58
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
052012	Covington Elementary School						
	Grade Structure	K-3,S	P,K-3,NG,S	P,K-3,S	P,K-3	K-3,NG	K-3,NG
	October 1 Membership	812	582	578	591	531	493
	Number of Faculty	61	46	48	50	52	50
	Category	~	~	Elementary	Elementary	Elementary	Elementary
052013	Covington High School						
	Grade Structure	10-12	10-12	10-12,S	10-12	9-12,NG	9-12,NG
	October 1 Membership	1,154	1,175	1,265	1,227	1,603	1,762
	Number of Faculty	96	98	107	108	119	123
	Category	~	~	High	High	High	High
052014	Schoen, C.J., Middle School						
	Grade Structure	4-6,S	4-6,S	4-6,S	4-6	4-6,NG	4-6,NG
	October 1 Membership	443	453	452	405	365	385
	Number of Faculty	29	33	36	34	33	35
	Category	~	~	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in St. Tammany Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
052016	Fifth Ward Junior High School						
	Grade Structure	K-9,S	K-9,S	P,K-9	P,K-9	K-8	K-8
	October 1 Membership	412	428	451	473	406	421
	Number of Faculty	35	33	36	37	37	38
	Category	~	~	Combination	Combination	Elementary	Elementary
052017	Florida Avenue Elementary School						
	Grade Structure	K-5,S	K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG
	October 1 Membership	441	421	479	482	447	514
	Number of Faculty	39	40	42	45	48	45
	Category	~	~	Elementary	Elementary	Elementary	Elementary
052018	Folsom Elementary School						
	Grade Structure	K-6,NG,S	K-6,NG,S	P,K-6,S	P,K-6	K-5,NG	K-5,NG
	October 1 Membership	501	510	539	576	454	470
	Number of Faculty	35	36	36	42	37	36
	Category	~	~	Elementary	Elementary	Elementary	Elementary
052019	Folsom Junior High School						
	Grade Structure	7-9	7-9	7-9	7-9	6-8	6-8
	October 1 Membership	231	227	213	234	245	246
	Number of Faculty	18	18	20	22	21	20
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
052020	Lee Road Junior High School						
	Grade Structure	K-9,S	K-9,S	P,K-9,S	P,K-9	K-8,NG	K-8,NG
	October 1 Membership	650	659	718	745	656	648
	Number of Faculty	49	48	53	51	46	52
	Category	~	~	Combination	Combination	Elementary	Elementary
052021	Little Oak Middle School						
	Grade Structure	3-5	3-5	3-5	4-6	4-6,NG	4-6,NG
	October 1 Membership	941	975	993	1,008	1,036	1,018
	Number of Faculty	52	55	59	61	65	71
	Category	~	~	Elementary	Elementary	Elementary	Elementary
052022	Lyon, E.E., Elementary School						
	Grade Structure	K-3,S	P,K-3,S	P,K-3,S	P,K-3	K-3,NG	K-3,NG
	October 1 Membership	242	498	544	536	505	530
	Number of Faculty	24	42	41	41	43	46
	Category	~	~	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in St. Tammany Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
052023	Madisonville Elementary School						
	Grade Structure	K-3	K-3,S	P,K-3,S	P,K-3	K-3,NG	K-3,NG
	October 1 Membership	248	281	307	322	317	335
	Number of Faculty	22	23	27	30	29	28
052024	Madisonville Junior High School	~	~	Elementary	Elementary	Elementary	Elementary
	Grade Structure	4-9	4-9,S	4-9	4-9	4-8	4-8
	October 1 Membership	365	380	393	405	375	371
	Number of Faculty	25	27	28	30	29	35
052025	Mandeville Elementary School	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
	Grade Structure	1-3,S	1-5,S	1-3,S	1-3	1-3,NG	1-3,NG
	October 1 Membership	817	806	803	588	598	630
	Number of Faculty	54	60	62	45	47	46
052026	Mandeville High School	~	~	Elementary	Elementary	Elementary	Elementary
	Grade Structure	9-12	9-12	9-12,S	9-12	9-12	9-12,NG
	October 1 Membership	1,560	1,613	1,758	1,512	1,506	1,391
	Number of Faculty	113	121	125	110	112	108
052027	Mandeville Junior High School	~	~	High	High	High	High
	Grade Structure	7-8,NG,S	7-8,S	7-8,S	7-8	7-8,NG	7-8,NG
	October 1 Membership	868	968	1,059	1,056	1,148	702
	Number of Faculty	56	68	73	78	84	62
052028	Mandeville Middle School	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
	Grade Structure	4-6,S	4-6,S	4-6,S	4-6	4-6,NG	4-6,NG
	October 1 Membership	1,444	1,482	1,564	932	949	1,023
	Number of Faculty	87	92	106	67	68	74
052029	Pearl River High School	~	~	Elementary	Elementary	Elementary	Elementary
	Grade Structure	9-12,S	9-12,S	9-12	9-12	9-12	9-12
	October 1 Membership	505	508	532	526	599	618
	Number of Faculty	53	53	54	50	53	52
	Category	~	~	High	High	High	High

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in St. Tammany Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
052030	Pearl River Junior High School						
	Grade Structure	4-8,S	4-8,S	4-8	4-8	4-8	4-8
	October 1 Membership	406	414	411	436	475	491
	Number of Faculty	32	33	34	34	38	40
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
052031	Pine View Middle School						
	Grade Structure	4-6,NG,S	4-6,S	4-6,S	4-6	4-6	4-6
	October 1 Membership	326	304	336	312	311	324
	Number of Faculty	31	26	28	31	32	31
	Category	~	~	Elementary	Elementary	Elementary	Elementary
052032	Pitcher, William, Junior High School						
	Grade Structure	7-9,S	7-9,S	7-9,S	7-9	7-9,NG	7-8,NG
	October 1 Membership	645	693	673	686	710	459
	Number of Faculty	56	57	64	60	60	44
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
052033	St. Tammany Junior High School						
	Grade Structure	6-8,NG,S	6-8,NG,S	6-8,S	6-8	6-8,NG	6-8,NG
	October 1 Membership	570	566	578	595	565	588
	Number of Faculty	57	58	64	64	61	61
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
052035	Salmen High School						
	Grade Structure	9-12,S	9-12,S	9-12	9-12	9-12	9-12
	October 1 Membership	685	750	818	873	972	964
	Number of Faculty	60	59	62	67	67	70
	Category	~	~	High	High	High	High
052036	Sixth Ward Junior High School						
	Grade Structure	K-8,S	K-8,S	P,K-8,S	P,K-8	K-8,NG	K-8,NG
	October 1 Membership	538	518	518	499	477	507
	Number of Faculty	41	39	42	44	44	44
	Category	~	~	Elementary	Elementary	Elementary	Elementary
052037	Slidell High School						
	Grade Structure	9-12	9-12	9-12	9-12	9-12	9-12
	October 1 Membership	1,532	1,558	1,596	1,665	1,782	1,815
	Number of Faculty	114	115	118	121	123	123
	Category	~	~	High	High	High	High

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in St. Tammany Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
052038	Slidell Junior High School						
	Grade Structure	6-8,S	6-8	6-8	6-8	6-8	6-8
	October 1 Membership	1,034	995	972	961	979	1,005
	Number of Faculty	65	64	72	73	67	69
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
052039	Northshore High School						
	Grade Structure	9-12,S	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG
	October 1 Membership	907	953	999	1,101	1,196	1,315
	Number of Faculty	67	69	74	78	86	91
	Category	~	~	High	High	High	High
052040	Bayou Woods Elementary School						
	Grade Structure	K-3,S	K-3,S	P,K-3,S	P,K-3	K-3,NG	K-3,NG
	October 1 Membership	871	869	894	898	881	877
	Number of Faculty	53	54	61	62	69	66
	Category	~	~	Elementary	Elementary	Elementary	Elementary
052043	Mandeville Kindergarten						
	Grade Structure	K,S	K,S	K,S	K	K,NG	K,NG
	October 1 Membership	445	438	563	400	363	334
	Number of Faculty	30	31	32	31	34	33
	Category	~	~	Elementary	Elementary	Elementary	Elementary
052044	Riverside Elementary School						
	Grade Structure	K-3,S	K-3,S	P,K-3,S	P,K-3	K-3,NG	K-3,NG
	October 1 Membership	406	418	409	413	375	370
	Number of Faculty	29	30	32	35	35	35
	Category	~	~	Elementary	Elementary	Elementary	Elementary
052045	Woodlake Elementary School						
	Grade Structure	1-3,S	1-3	1-3	1-3	1-3,NG	1-3,NG
	October 1 Membership	644	732	812	598	618	660
	Number of Faculty	43	45	52	48	53	51
	Category	~	~	Elementary	Elementary	Elementary	Elementary
052047	Honey Island Elementary School						
	Grade Structure	K-1,2,S	K-2,S	K-2,S	2-3	2-3	2-3,NG
	October 1 Membership	921	965	972	631	619	621
	Number of Faculty	57	59	64	43	46	47
	Category	~	~	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in St. Tammany Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
052048	Whispering Forest Elementary School						
	Grade Structure	K-3,S	K-3,NG,S	P,K-3,S	P,K-3	K-3,NG	K-3,NG
	October 1 Membership	516	550	521	541	468	440
	Number of Faculty	36	37	42	42	43	41
	Category	~	~	Elementary	Elementary	Elementary	Elementary
052049	Cypress Cove Elementary						
	Grade Structure	~	~	~	K-1	K-1,NG	K-1,NG
	October 1 Membership	~	~	~	688	666	635
	Number of Faculty	~	~	~	43	51	49
	Category	~	~	~	Elementary	Elementary	Elementary
052050	Pontchartrain Elementary						
	Grade Structure	~	~	~	K-3	K-3,NG	K-3,NG
	October 1 Membership	~	~	~	840	839	904
	Number of Faculty	~	~	~	58	65	69
	Category	~	~	~	Elementary	Elementary	Elementary
052051	Tchefuncte Middle School						
	Grade Structure	~	~	~	4-6	4-6,NG	4-6,NG
	October 1 Membership	~	~	~	807	834	805
	Number of Faculty	~	~	~	57	63	63
	Category	~	~	~	Elementary	Elementary	Elementary
052052	Fontainebleau High School						
	Grade Structure	~	~	~	9-10	9-12,NG	9-12,NG
	October 1 Membership	~	~	~	662	1,109	1,439
	Number of Faculty	~	~	~	65	87	101
	Category	~	~	~	High	High	High
052053	Fontainebleau Junior High School						
	Grade Structure	~	~	~	~	~	7-8
	October 1 Membership	~	~	~	~	~	962
	Number of Faculty	~	~	~	~	~	64
	Category	~	~	~	~	~	Middle/Jr. High
District							
	October 1 Membership	27,991	28,832	29,997	31,155	31,667	32,472
	Number of Faculty	1,888	1,953	2,051	2,205	2,299	2,353

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Faculty with a Master's Degree or Higher

Perhaps the most vital educational resource available to students is the school faculty. One indicator of faculty preparation is the level of academic training the staff has completed.

Organization

Table 2, Faculty with a Master's Degree or Higher, presents the number and percent of faculty attaining a master's degree or higher. Data are presented for all faculty members in all schools in the district that receive a *Report Card*. Schools are presented in site code order. District and state totals are presented for comparison purposes.

Data Presentation: *School Report Card*

The *School Report Card* displays the percent of faculty with a master's degree or higher.

Definition

- *Faculty*—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals,

assistant principals, guidance counselors, librarians, and other instructional staff (provided these individuals teach at least one class.)

Method of Calculation

The formula used to compute the percentage of faculty who have a master's degree or higher is presented below. Itinerant staff members who are employed at multiple school sites are counted at each school in which they teach, but are counted only once in district and state percentages.

Data Sources

Site-based personnel—district-reported data from the *Annual School Report*.

Faculty degree status—district-reported data from the *Annual School Report*; LDE Teacher Certification Database.

Formula Used to Calculate Percent of Faculty with a Master's Degree or Higher

$$\begin{array}{l} \text{Percent of Faculty} \\ \text{with a Master's Degree} \\ \text{or Higher} \end{array} = \frac{\text{Number of Faculty with a Master's Degree or Higher}}{\text{Total Number of Faculty at All Education Levels}} \times 100$$

Table 2
Faculty with a Master's Degree or Higher

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052001	Abita Springs Elementary School	40.63	13	44.83	13	45.71	16	46.15	18	43.59	17	50.00	20
052002	Abita Springs Middle School	41.38	12	38.71	12	44.12	15	42.42	14	36.11	13	37.93	11
052003	Abney, W.L., Elementary School	44.23	23	50.88	29	43.94	29	47.46	28	44.07	26	43.33	26
052004	Alton Elementary School	33.33	7	40.91	9	56.00	14	46.67	14	46.88	15	48.39	15
052005	Bayou Lacombe Middle School	35.71	10	41.38	12	41.38	12	41.94	13	40.00	12	27.27	6
052006	Bonne Ecole Elementary School	40.91	18	42.22	19	45.10	23	42.00	21	43.40	23	45.28	24
052007	Boyet Junior High School	30.00	15	35.71	20	39.06	25	38.00	19	36.00	18	38.78	19
052008	Brock, Glynn H., Elementary School	36.00	9	46.15	12	42.86	12	51.72	15	52.00	13	42.31	11
052009	Carolyn Park Middle School	35.90	14	36.59	15	39.02	16	47.73	21	46.51	20	52.38	22
052010	Chahta-Ima Elementary School	50.00	17	54.29	19	50.00	18	50.00	18	48.57	17	45.71	16
052011	Clearwood Junior High School	34.00	17	40.38	21	41.51	22	42.11	24	43.64	24	51.79	29
052012	Covington Elementary School	44.26	27	52.17	24	52.08	25	52.00	26	58.82	30	56.00	28
052013	Covington High School	61.46	59	63.27	62	57.94	62	61.32	65	59.83	70	58.68	71
052014	Schoen, C.J., Middle School	44.83	13	51.52	17	52.78	19	50.00	17	51.52	17	54.29	19
052016	Fifth Ward Junior High School	57.14	20	60.61	20	57.14	20	56.76	21	52.78	19	54.05	20
052017	Florida Avenue Elementary School	44.74	17	43.59	17	42.86	18	46.67	21	47.83	22	44.44	20
052018	Folsom Elementary School	31.43	11	38.89	14	47.22	17	47.62	20	48.65	18	52.78	19
052019	Folsom Junior High School	61.11	11	55.56	10	60.00	12	50.00	11	52.38	11	35.00	7
052020	Lee Road Junior High School	54.17	26	48.94	23	52.83	28	50.98	26	53.33	24	58.82	30
052021	Little Oak Middle School	41.18	21	43.64	24	39.66	23	44.83	26	42.86	27	45.71	32
052022	Lyon, E.E., Elementary School	45.83	11	40.48	17	46.34	19	41.46	17	47.62	20	41.30	19
052023	Madisonville Elementary School	40.91	9	52.17	12	48.15	13	56.67	17	58.62	17	60.71	17
052024	Madisonville Junior High School	44.00	11	44.44	12	50.00	14	36.67	11	27.59	8	31.43	11
052025	Mandeville Elementary School	44.44	24	45.00	27	46.77	29	46.67	21	48.94	23	34.78	16
052026	Mandeville High School	54.87	62	50.41	61	52.03	64	54.63	59	58.18	64	61.32	65
052027	Mandeville Junior High School	46.43	26	42.65	29	49.32	36	43.59	34	45.24	38	50.00	31
052028	Mandeville Middle School	44.83	39	44.57	41	50.00	53	47.76	32	48.53	33	48.65	36
052029	Pearl River High School	39.22	20	45.10	23	50.00	26	56.25	27	50.98	26	56.00	28
052030	Pearl River Junior High School	61.29	19	56.25	18	54.55	18	57.58	19	48.65	18	61.54	24
052031	Pine View Middle School	58.06	18	57.69	15	50.00	14	45.16	14	53.13	17	58.06	18
052032	Pitcher, William, Junior High School	50.00	28	56.14	32	59.38	38	51.67	31	55.00	33	59.09	26
052033	St. Tammany Junior High School	52.63	30	50.00	29	52.38	33	55.56	35	45.90	28	49.18	30
052035	Salmen High School	58.33	35	57.63	34	57.38	35	51.52	34	42.42	28	44.93	31
052036	Sixth Ward Junior High School	36.59	15	33.33	13	40.48	17	39.53	17	40.91	18	35.71	15
052037	Slidell High School	57.14	64	53.98	61	56.03	65	54.62	65	53.72	65	52.89	64
052038	Slidell Junior High School	44.62	29	45.31	29	45.83	33	43.84	32	41.79	28	41.79	28

~ = Unavailable Data

Table 2
Faculty with a Master's Degree or Higher

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052039	Northshore High School	49.23	32	53.73	36	58.33	42	60.53	46	58.33	49	55.06	49
052040	Bayou Woods Elementary School	39.62	21	38.89	21	37.70	23	33.87	21	34.33	23	32.81	21
052043	Mandeville Kindergarten	60.00	18	61.29	19	56.25	18	54.84	17	50.00	17	45.45	15
052044	Riverside Elementary School	51.72	15	46.67	14	46.88	15	48.57	17	48.57	17	42.86	15
052045	Woodlake Elementary School	51.16	22	46.67	21	50.00	26	58.33	28	54.72	29	49.02	25
052047	Honey Island Elementary School	29.82	17	32.20	19	40.63	26	44.19	19	47.83	22	59.57	28
052048	Whispering Forest Elementary School	25.00	9	32.43	12	35.71	15	42.86	18	42.86	18	45.00	18
052049	Cypress Cove Elementary	~	~	~	~	~	~	46.51	20	50.98	26	57.14	28
052050	Pontchartrain Elementary	~	~	~	~	~	~	55.17	32	55.38	36	68.12	47
052051	Tchefuncte Middle School	~	~	~	~	~	~	47.37	27	50.00	31	48.39	30
052052	Fontainebleau High School	~	~	~	~	~	~	44.44	28	48.24	41	51.52	51
052053	Fontainebleau Junior High School	~	~	~	~	~	~	~	~	~	~	42.62	26
District		45.83	857	46.98	909	47.61	966	47.93	1,043	48.03	1,087	48.67	1,132
State		44.12	21,824	43.62	21,927	43.57	22,111	42.53	21,844	42.20	21,854	41.55	21,556

~ = Unavailable Data

Small classes generally allow more time for pupil-teacher interaction and therefore are instrumental in promoting student learning, especially at the lower elementary grades. In recognition of that fact, the Board of Elementary and Secondary Education has set specific limits on the maximum size of classes at various grade levels (*Bulletin 741*). The maximum enrollment in grades K-3 is 26 students, while that in grades 4-12 is 33 students. The limits do not apply to activity classes such as physical education, chorus, and band.

Organization

Tables 3a, 3b, 3c, and 3d (Class Size Characteristics for Elementary, Middle/Junior High, High, and Combination Schools, respectively) present the number and percentage of classes that fall within various class size ranges. Data are presented for all schools in the district that receive a *Report Card*, with schools presented by category and in site code order. District and state percentages are presented for comparison of all schools. Since 1993-94, district and state percentages based on school category also have been provided.

The *District Composite Report* presents class size information for grades K-12 in three ranges: 1-20, 21-26, and 27 or more students.

Data Presentation: *School Report Card*

The *1996-97 School Report Card* provides 1996-97 class size information for grades K-12 by three ranges: 1-20, 21-26, and 27+. Category percentages are provided for comparison purposes.

Definition

- *Class*—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for the purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

Method of Calculation

The following criterion was applied to *Annual School Report* (ASR) data to determine which classes should be included/excluded from the class size calculations:

- Activity classes (which have a maximum allowable student count greater than 33) are excluded because their inclusion in the computation would skew the results.

Formulas Used to Calculate Percent of Classes in Each of the Specific Class Size Ranges

$$\frac{\text{Percent of Classes in Specific Class Size Range}}{\text{Total Number of Classes}} = \frac{\text{Number of Classes in Specific Class Size Range}}{\text{Total Number of Classes}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Classes in Elementary Schools in Specific Class Size Range = (Number of Classes in Elementary Schools in Specific Class Size Range / Total Number of Classes in Elementary Schools) X 100.

Data Source

District-reported data from the *Annual School Report* (ASR).

References

Franklin, B.J. and Glascock, C.H. (1994, November). School configuration: Which configuration is best? Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, Tenn.

Louisiana Department of Education, *Louisiana Handbook for School Administrators* (Bulletin 741), Baton Rouge, La.

LDE researchers have explored the relationship between school configuration and Report Card indicators related to student participation and testing. Middle school students perform significantly lower in grades 6 and 7 for all indicators than grades 6 and 7 students in elementary or combination (K-12) schools (Franklin and Glascock, 1994).

Table 3a: Class Size Characteristics
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052001	Abita Springs Elementary School												
	Class Size Range 1 - 20	14.29	3	4.76	1	25.00	6	10.71	3	0.00	0	19.23	5
	Class Size Range 21 - 26	85.71	18	76.19	16	54.17	13	82.14	23	100.00	31	80.77	21
	Class Size Range 27 or more	0.00	0	19.05	4	20.83	5	7.14	2	0.00	0	0.00	0
052002	Abita Springs Middle School												
	Class Size Range 1 - 20	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	21.43	3
	Class Size Range 21 - 26	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	50.00	7
	Class Size Range 27 or more	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	28.57	4
052003	Abney, W.L., Elementary School												
	Class Size Range 1 - 20	0.00	0	14.71	5	16.22	6	8.57	3	26.67	12	23.81	10
	Class Size Range 21 - 26	87.50	28	67.65	23	56.76	21	65.71	23	73.33	33	64.29	27
	Class Size Range 27 or more	12.50	4	17.65	6	27.03	10	25.71	9	0.00	0	11.90	5
052004	Alton Elementary School												
	Class Size Range 1 - 20	30.77	4	45.45	5	37.50	6	62.50	10	80.00	12	53.33	8
	Class Size Range 21 - 26	38.46	5	27.27	3	31.25	5	31.25	5	13.33	2	33.33	5
	Class Size Range 27 or more	30.77	4	27.27	3	31.25	5	6.25	1	6.67	1	13.33	2
052005	Bayou Lacombe Middle School												
	Class Size Range 1 - 20	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	25.00	4
	Class Size Range 21 - 26	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	75.00	12
	Class Size Range 27 or more	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	0.00	0
052006	Bonne Ecole Elementary School												
	Class Size Range 1 - 20	30.56	11	20.69	6	17.24	5	22.58	7	31.71	13	31.43	11
	Class Size Range 21 - 26	63.89	23	51.72	15	55.17	16	51.61	16	53.66	22	60.00	21
	Class Size Range 27 or more	5.56	2	27.59	8	27.59	8	25.81	8	14.63	6	8.57	3
052008	Brock, Glynn H., Elementary School												
	Class Size Range 1 - 20	57.14	8	38.46	5	14.29	2	47.06	8	55.00	11	70.00	14
	Class Size Range 21 - 26	42.86	6	46.15	6	71.43	10	52.94	9	45.00	9	30.00	6
	Class Size Range 27 or more	0.00	0	15.38	2	14.29	2	0.00	0	0.00	0	0.00	0
052009	Carolyn Park Middle School												
	Class Size Range 1 - 20	8.40	10	2.04	2	13.82	17	1.23	1	8.51	8	2.15	2
	Class Size Range 21 - 26	32.77	39	31.63	31	24.39	30	29.63	24	64.89	61	2.15	2
	Class Size Range 27 or more	58.82	70	66.33	65	61.79	76	69.14	56	26.60	25	95.70	89
052010	Chahta-Ima Elementary School												
	Class Size Range 1 - 20	42.86	9	38.10	8	36.36	8	20.00	4	50.00	10	68.18	15
	Class Size Range 21 - 26	52.38	11	47.62	10	63.64	14	75.00	15	50.00	10	31.82	7
	Class Size Range 27 or more	4.76	1	14.29	3	0.00	0	5.00	1	0.00	0	0.00	0

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052012	Covington Elementary School												
	Class Size Range 1 - 20	23.53	8	0.00	0	13.04	3	10.00	3	9.09	2	50.00	11
	Class Size Range 21 - 26	76.47	26	100.00	22	86.96	20	90.00	27	90.91	20	50.00	11
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052014	Schoen, C.J., Middle School												
	Class Size Range 1 - 20	10.00	8	16.47	14	18.82	16	22.35	19	90.59	77	41.77	33
	Class Size Range 21 - 26	50.00	40	80.00	68	62.35	53	76.47	65	9.41	8	54.43	43
	Class Size Range 27 or more	40.00	32	3.53	3	18.82	16	1.18	1	0.00	0	3.80	3
052016	Fifth Ward Junior High School												
	Class Size Range 1 - 20	Combo	Combo	Combo	Combo	Combo	Combo	Combo	Combo	53.19	25	49.15	29
	Class Size Range 21 - 26	Combo	Combo	Combo	Combo	Combo	Combo	Combo	Combo	38.30	18	49.15	29
	Class Size Range 27 or more	Combo	Combo	Combo	Combo	Combo	Combo	Combo	Combo	8.51	4	1.69	1
052017	Florida Avenue Elementary School												
	Class Size Range 1 - 20	19.61	10	55.36	31	10.42	5	30.43	14	58.93	33	9.80	5
	Class Size Range 21 - 26	68.63	35	44.64	25	52.08	25	45.65	21	41.07	23	90.20	46
	Class Size Range 27 or more	11.76	6	0.00	0	37.50	18	23.91	11	0.00	0	0.00	0
052018	Folsom Elementary School												
	Class Size Range 1 - 20	31.82	7	31.82	7	13.04	3	28.00	7	27.27	6	14.29	3
	Class Size Range 21 - 26	45.45	10	59.09	13	69.57	16	52.00	13	72.73	16	85.71	18
	Class Size Range 27 or more	22.73	5	9.09	2	17.39	4	20.00	5	0.00	0	0.00	0
052020	Lee Road Junior High School												
	Class Size Range 1 - 20	Combo	Combo	Combo	Combo	Combo	Combo	Combo	Combo	30.30	20	26.09	18
	Class Size Range 21 - 26	Combo	Combo	Combo	Combo	Combo	Combo	Combo	Combo	50.00	33	62.32	43
	Class Size Range 27 or more	Combo	Combo	Combo	Combo	Combo	Combo	Combo	Combo	19.70	13	11.59	8
052021	Little Oak Middle School												
	Class Size Range 1 - 20	0.00	0	0.00	0	2.30	4	0.00	0	3.38	7	4.62	9
	Class Size Range 21 - 26	15.75	20	65.54	116	56.90	99	21.95	45	20.77	43	54.36	106
	Class Size Range 27 or more	84.25	107	34.46	61	40.80	71	78.05	160	75.85	157	41.03	80
052022	Lyon, E.E., Elementary School												
	Class Size Range 1 - 20	50.00	6	75.00	18	50.00	11	38.10	8	4.76	1	4.55	1
	Class Size Range 21 - 26	50.00	6	25.00	6	50.00	11	61.90	13	95.24	20	95.45	21
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052023	Madisonville Elementary School												
	Class Size Range 1 - 20	50.00	6	41.67	5	64.29	9	23.08	3	35.71	5	7.69	1
	Class Size Range 21 - 26	50.00	6	58.33	7	35.71	5	76.92	10	64.29	9	92.31	12
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052025	Mandeville Elementary School												
	Class Size Range 1 - 20	8.82	3	8.57	3	8.82	3	12.00	3	37.04	10	27.59	8
	Class Size Range 21 - 26	91.18	31	91.43	32	91.18	31	88.00	22	62.96	17	72.41	21
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052028	Mandeville Middle School												
	Class Size Range 1 - 20	14.04	8	0.00	0	0.00	0	3.53	3	11.83	11	8.79	8
	Class Size Range 21 - 26	7.02	4	42.75	56	26.87	36	55.29	47	38.71	36	39.56	36
	Class Size Range 27 or more	78.95	45	57.25	75	73.13	98	41.18	35	49.46	46	51.65	47
052031	Pine View Middle School												
	Class Size Range 1 - 20	25.64	10	5.71	2	0.00	0	0.00	0	0.00	0	2.70	1
	Class Size Range 21 - 26	46.15	18	54.29	19	58.33	7	30.77	4	83.33	10	72.97	27
	Class Size Range 27 or more	28.21	11	40.00	14	41.67	5	69.23	9	16.67	2	24.32	9
052036	Sixth Ward Junior High School												
	Class Size Range 1 - 20	36.71	29	37.65	32	34.94	29	40.48	34	39.62	21	22.41	13
	Class Size Range 21 - 26	31.65	25	21.18	18	42.17	35	34.52	29	37.74	20	51.72	30
	Class Size Range 27 or more	31.65	25	41.18	35	22.89	19	25.00	21	22.64	12	25.86	15
052040	Bayou Woods Elementary School												
	Class Size Range 1 - 20	20.59	7	8.82	3	10.81	4	8.11	3	8.11	3	21.05	8
	Class Size Range 21 - 26	79.41	27	91.18	31	89.19	33	91.89	34	91.89	34	78.95	30
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052043	Mandeville Kindergarten												
	Class Size Range 1 - 20	0.00	0	60.00	12	0.00	0	100.00	19	53.85	14	100.00	29
	Class Size Range 21 - 26	100.00	17	40.00	8	100.00	19	0.00	0	46.15	12	0.00	0
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052044	Riverside Elementary School												
	Class Size Range 1 - 20	72.22	13	44.44	8	38.89	7	52.94	9	47.06	8	23.53	4
	Class Size Range 21 - 26	27.78	5	55.56	10	61.11	11	47.06	8	52.94	9	76.47	13
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052045	Woodlake Elementary School												
	Class Size Range 1 - 20	11.54	3	20.00	6	18.18	6	13.89	5	12.50	5	30.95	13
	Class Size Range 21 - 26	88.46	23	80.00	24	81.82	27	86.11	31	87.50	35	69.05	29
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052047	Honey Island Elementary School												
	Class Size Range 1 - 20	5.26	2	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
	Class Size Range 21 - 26	94.74	36	100.00	38	100.00	39	100.00	25	100.00	26	100.00	26
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052048	Whispering Forest Elementary School												
	Class Size Range 1 - 20	4.35	1	8.70	2	44.00	11	30.43	7	56.52	13	66.67	14
	Class Size Range 21 - 26	95.65	22	91.30	21	56.00	14	69.57	16	43.48	10	33.33	7
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052049	Cypress Cove Elementary												
	Class Size Range 1 - 20	~	~	~	~	~	~	0.00	0	18.42	7	38.46	15
	Class Size Range 21 - 26	~	~	~	~	~	~	100.00	32	81.58	31	61.54	24
	Class Size Range 27 or more	~	~	~	~	~	~	0.00	0	0.00	0	0.00	0
052050	Pontchartrain Elementary												
	Class Size Range 1 - 20	~	~	~	~	~	~	27.27	9	28.95	11	23.08	9
	Class Size Range 21 - 26	~	~	~	~	~	~	72.73	24	71.05	27	76.92	30
	Class Size Range 27 or more	~	~	~	~	~	~	0.00	0	0.00	0	0.00	0
052051	Tchefuncte Middle School												
	Class Size Range 1 - 20	~	~	~	~	~	~	0.00	0	22.89	19	10.71	9
	Class Size Range 21 - 26	~	~	~	~	~	~	26.09	18	37.35	31	75.00	63
	Class Size Range 27 or more	~	~	~	~	~	~	73.91	51	39.76	33	14.29	12
District (Elementary Schools)													
	Class Size Range 1 - 20	~	~	~	~	14.80	161	15.81	182	27.60	364	22.95	313
	Class Size Range 21 - 26	~	~	~	~	54.23	590	52.04	599	49.73	656	56.67	773
	Class Size Range 27 or more	~	~	~	~	30.97	337	32.15	370	22.67	299	20.38	278
District (All Schools)													
	Class Size Range 1 - 20	27.17	1,113	26.04	1,126	25.03	1,111	30.14	1,420	34.10	1,686	31.50	1,631
	Class Size Range 21 - 26	36.17	1,482	42.95	1,857	38.28	1,699	40.24	1,896	38.31	1,894	42.39	2,195
	Class Size Range 27 or more	36.66	1,502	31.01	1,341	36.68	1,628	29.63	1,396	27.59	1,364	26.11	1,352
State (Elementary Schools)													
	Class Size Range 1 - 20	~	~	~	~	29.86	9,170	30.32	9,287	32.15	9,840	31.58	9,687
	Class Size Range 21 - 26	~	~	~	~	51.31	15,758	50.85	15,577	50.68	15,510	53.06	16,277
	Class Size Range 27 or more	~	~	~	~	18.83	5,783	18.83	5,768	17.17	5,255	15.37	4,714
State (All Schools)													
	Class Size Range 1 - 20	29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
	Class Size Range 21 - 26	40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
	Class Size Range 27 or more	30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

Table 3b: Class Size Characteristics
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052002	Abita Springs Middle School												
	Class Size Range 1 - 20	30.16	19	14.71	10	21.92	16	30.51	18	50.82	31	Elem	Elem
	Class Size Range 21 - 26	36.51	23	42.65	29	16.44	12	38.98	23	24.59	15	Elem	Elem
	Class Size Range 27 or more	33.33	21	42.65	29	61.64	45	30.51	18	24.59	15	Elem	Elem
052005	Bayou Lacombe Middle School												
	Class Size Range 1 - 20	29.55	13	52.27	23	44.00	22	52.27	23	44.00	22	Elem	Elem
	Class Size Range 21 - 26	22.73	10	11.36	5	22.00	11	40.91	18	24.00	12	Elem	Elem
	Class Size Range 27 or more	47.73	21	36.36	16	34.00	17	6.82	3	32.00	16	Elem	Elem
052007	Boyet Junior High School												
	Class Size Range 1 - 20	15.43	25	13.56	24	11.41	21	26.00	39	17.68	29	24.54	40
	Class Size Range 21 - 26	11.73	19	28.81	51	20.11	37	35.33	53	20.73	34	43.56	71
	Class Size Range 27 or more	72.84	118	57.63	102	68.48	126	38.67	58	61.59	101	31.90	52
052011	Clearwood Junior High School												
	Class Size Range 1 - 20	15.63	25	15.57	26	7.50	12	28.48	45	37.27	60	42.69	73
	Class Size Range 21 - 26	29.38	47	49.10	82	52.50	84	56.96	90	52.17	84	33.33	57
	Class Size Range 27 or more	55.00	88	35.33	59	40.00	64	14.56	23	10.56	17	23.98	41
052019	Folsom Junior High School												
	Class Size Range 1 - 20	21.67	13	50.00	30	34.92	22	47.06	32	37.25	19	23.21	13
	Class Size Range 21 - 26	65.00	39	31.67	19	38.10	24	30.88	21	35.29	18	51.79	29
	Class Size Range 27 or more	13.33	8	18.33	11	26.98	17	22.06	15	27.45	14	25.00	14
052024	Madisonville Junior High School												
	Class Size Range 1 - 20	16.36	9	16.39	10	26.15	17	23.08	24	42.86	36	48.31	43
	Class Size Range 21 - 26	40.00	22	55.74	34	43.08	28	67.31	70	47.62	40	43.82	39
	Class Size Range 27 or more	43.64	24	27.87	17	30.77	20	9.62	10	9.52	8	7.87	7
052027	Mandeville Junior High School												
	Class Size Range 1 - 20	17.09	27	16.40	31	18.23	35	24.15	50	21.59	49	40.49	66
	Class Size Range 21 - 26	13.29	21	48.68	92	33.33	64	28.50	59	27.75	63	52.76	86
	Class Size Range 27 or more	69.62	110	34.92	66	48.44	93	47.34	98	50.66	115	6.75	11
052030	Pearl River Junior High School												
	Class Size Range 1 - 20	32.20	19	39.39	26	42.42	28	43.48	30	30.99	22	35.90	28
	Class Size Range 21 - 26	33.90	20	50.00	33	37.88	25	28.99	20	36.62	26	33.33	26
	Class Size Range 27 or more	33.90	20	10.61	7	19.70	13	27.54	19	32.39	23	30.77	24
052032	Pitcher, William, Junior High School												
	Class Size Range 1 - 20	44.30	66	34.93	51	37.34	59	42.86	66	46.10	71	47.20	59
	Class Size Range 21 - 26	29.53	44	32.19	47	29.75	47	31.17	48	25.97	40	41.60	52
	Class Size Range 27 or more	26.17	39	32.88	48	32.91	52	25.97	40	27.92	43	11.20	14

~ = Unavailable Data

Table 3b: Class Size Characteristics
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052033	St. Tammany Junior High School												
	Class Size Range 1 - 20	36.70	40	16.67	16	15.53	16	18.09	17	24.21	23	16.49	16
	Class Size Range 21 - 26	41.28	45	47.92	46	30.10	31	44.68	42	30.53	29	26.80	26
	Class Size Range 27 or more	22.02	24	35.42	34	54.37	56	37.23	35	45.26	43	56.70	55
052038	Slidell Junior High School												
	Class Size Range 1 - 20	12.83	24	15.26	29	14.29	26	13.44	25	11.58	22	29.52	67
	Class Size Range 21 - 26	25.13	47	35.26	67	24.18	44	38.17	71	37.37	71	48.46	110
	Class Size Range 27 or more	62.03	116	49.47	94	61.54	112	48.39	90	51.05	97	22.03	50
052053	Fontainebleau Junior High School												
	Class Size Range 1 - 20	~	~	~	~	~	~	~	~	~	~	12.06	24
	Class Size Range 21 - 26	~	~	~	~	~	~	~	~	~	~	33.67	67
	Class Size Range 27 or more	~	~	~	~	~	~	~	~	~	~	54.27	108
District (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	~	~	~	~	21.14	274	28.54	369	29.36	384	31.36	429
	Class Size Range 21 - 26	~	~	~	~	31.40	407	39.83	515	33.03	432	41.15	563
	Class Size Range 27 or more	~	~	~	~	47.45	615	31.63	409	37.61	492	27.49	376
District (All Schools)													
	Class Size Range 1 - 20	27.17	1,113	26.04	1,126	25.03	1,111	30.14	1,420	34.10	1,686	31.50	1,631
	Class Size Range 21 - 26	36.17	1,482	42.95	1,857	38.28	1,699	40.24	1,896	38.31	1,894	42.39	2,195
	Class Size Range 27 or more	36.66	1,502	31.01	1,341	36.68	1,628	29.63	1,396	27.59	1,364	26.11	1,352
State (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	~	~	~	~	21.06	6,253	23.16	6,785	23.22	6,682	24.50	7,050
	Class Size Range 21 - 26	~	~	~	~	38.07	11,300	39.15	11,471	40.39	11,625	40.85	11,756
	Class Size Range 27 or more	~	~	~	~	40.87	12,133	37.69	11,045	36.40	10,476	34.66	9,975
State (All Schools)													
	Class Size Range 1 - 20	29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
	Class Size Range 21 - 26	40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
	Class Size Range 27 or more	30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

Table 3c: Class Size Characteristics
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052013	Covington High School												
	Class Size Range 1 - 20	35.76	113	29.97	95	34.81	118	35.31	125	40.44	167	41.42	198
	Class Size Range 21 - 26	46.52	147	43.85	139	34.81	118	49.15	174	50.85	210	45.40	217
	Class Size Range 27 or more	17.72	56	26.18	83	30.38	103	15.54	55	8.72	36	13.18	63
052026	Mandeville High School												
	Class Size Range 1 - 20	29.16	128	33.04	151	27.11	125	32.49	128	38.39	157	41.62	164
	Class Size Range 21 - 26	31.89	140	38.07	174	38.39	177	24.62	97	32.03	131	31.98	126
	Class Size Range 27 or more	38.95	171	28.88	132	34.49	159	42.89	169	29.58	121	26.40	104
052029	Pearl River High School												
	Class Size Range 1 - 20	57.22	107	57.84	107	54.01	101	56.32	107	63.24	117	59.09	117
	Class Size Range 21 - 26	20.86	39	18.92	35	23.53	44	16.84	32	15.68	29	21.72	43
	Class Size Range 27 or more	21.93	41	23.24	43	22.46	42	26.84	51	21.08	39	19.19	38
052035	Salmen High School												
	Class Size Range 1 - 20	38.38	76	34.50	69	30.63	68	36.99	91	45.63	115	44.40	115
	Class Size Range 21 - 26	32.32	64	35.00	70	32.43	72	34.15	84	33.33	84	30.89	80
	Class Size Range 27 or more	29.29	58	30.50	61	36.94	82	28.86	71	21.03	53	24.71	64
052037	Slidell High School												
	Class Size Range 1 - 20	27.43	110	28.06	117	24.82	102	32.37	135	32.48	139	25.79	114
	Class Size Range 21 - 26	32.67	131	33.57	140	33.09	136	38.37	160	27.34	117	44.34	196
	Class Size Range 27 or more	39.90	160	38.37	160	42.09	173	29.26	122	40.19	172	29.86	132
052039	Northshore High School												
	Class Size Range 1 - 20	30.19	80	37.59	106	38.54	116	42.90	133	35.51	114	26.41	89
	Class Size Range 21 - 26	32.45	86	35.11	99	33.22	100	38.06	118	33.33	107	35.61	120
	Class Size Range 27 or more	37.36	99	27.30	77	28.24	85	19.03	59	31.15	100	37.98	128
052052	Fontainebleau High School												
	Class Size Range 1 - 20	~	~	~	~	~	~	51.09	117	41.75	129	27.22	92
	Class Size Range 21 - 26	~	~	~	~	~	~	26.64	61	41.42	128	22.78	77
	Class Size Range 27 or more	~	~	~	~	~	~	22.27	51	16.83	52	50.00	169

~ = Unavailable Data

Table 3c: Class Size Characteristics
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (High Schools)													
Class Size Range 1 - 20		~	~	~	~	32.80	630	39.07	836	40.48	938	36.35	889
Class Size Range 21 - 26		~	~	~	~	33.68	647	33.93	726	34.79	806	35.12	859
Class Size Range 27 or more		~	~	~	~	33.52	644	27.01	578	24.73	573	28.54	698
District (All Schools)													
Class Size Range 1 - 20		27.17	1,113	26.04	1,126	25.03	1,111	30.14	1,420	34.10	1,686	31.50	1,631
Class Size Range 21 - 26		36.17	1,482	42.95	1,857	38.28	1,699	40.24	1,896	38.31	1,894	42.39	2,195
Class Size Range 27 or more		36.66	1,502	31.01	1,341	36.68	1,628	29.63	1,396	27.59	1,364	26.11	1,352
State (High Schools)													
Class Size Range 1 - 20		~	~	~	~	32.15	14,261	32.55	14,610	33.61	15,285	33.77	15,900
Class Size Range 21 - 26		~	~	~	~	33.40	14,813	34.49	15,478	33.61	15,285	33.15	15,607
Class Size Range 27 or more		~	~	~	~	34.45	15,277	32.96	14,792	32.79	14,911	33.08	15,576
State (All Schools)													
Class Size Range 1 - 20		29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
Class Size Range 21 - 26		40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
Class Size Range 27 or more		30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

Table 3d: Class Size Characteristics
Combination Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052016	Fifth Ward Junior High School												
	Class Size Range 1 - 20	33.33	17	24.00	12	41.07	23	39.22	20	Elem	Elem	Elem	Elem
	Class Size Range 21 - 26	56.86	29	64.00	32	48.21	27	47.06	24	Elem	Elem	Elem	Elem
	Class Size Range 27 or more	9.80	5	12.00	6	10.71	6	13.73	7	Elem	Elem	Elem	Elem
052020	Lee Road Junior High School												
	Class Size Range 1 - 20	48.00	36	23.08	18	29.87	23	16.88	13	Elem	Elem	Elem	Elem
	Class Size Range 21 - 26	37.33	28	57.69	45	36.36	28	41.56	32	Elem	Elem	Elem	Elem
	Class Size Range 27 or more	14.67	11	19.23	15	33.77	26	41.56	32	Elem	Elem	Elem	Elem
District (Combination Schools)													
	Class Size Range 1 - 20	~	~	~	~	34.59	46	25.78	33	~	~	~	~
	Class Size Range 21 - 26	~	~	~	~	41.35	55	43.75	56	~	~	~	~
	Class Size Range 27 or more	~	~	~	~	24.06	32	30.47	39	~	~	~	~
District (All Schools)													
	Class Size Range 1 - 20	27.17	1,113	26.04	1,126	25.03	1,111	30.14	1,420	34.10	1,686	31.50	1,631
	Class Size Range 21 - 26	36.17	1,482	42.95	1,857	38.28	1,699	40.24	1,896	38.31	1,894	42.39	2,195
	Class Size Range 27 or more	36.66	1,502	31.01	1,341	36.68	1,628	29.63	1,396	27.59	1,364	26.11	1,352
State (Combination Schools)													
	Class Size Range 1 - 20	~	~	~	~	58.95	4,515	56.60	4,451	57.86	4,551	57.86	4,555
	Class Size Range 21 - 26	~	~	~	~	28.10	2,152	29.29	2,303	28.71	2,258	29.93	2,356
	Class Size Range 27 or more	~	~	~	~	12.95	992	14.11	1,110	13.43	1,056	12.21	961
State (All Schools)													
	Class Size Range 1 - 20	29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
	Class Size Range 21 - 26	40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
	Class Size Range 27 or more	30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

Part 3. Student Participation

Student Attendance	3-1
Student Dropouts	3-9
Students Suspended and Expelled	3-15

More than a decade ago, American schools were challenged by *A Nation at Risk* to do whatever necessary to reduce the amount of instructional time lost to absenteeism (Bennett, 1988). As educators have long recognized, occasional absences cause some learning disruption, but frequent student absences can severely reduce academic progress (Bamber, 1979).

The percent of student attendance reflects the percentage of time the average student is present within the total number of instructional days. Since 1993-94, attendance has been calculated to the nearest half day.

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96 and 1996-97 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 4a, 4b, 4c, and 4d, Student Attendance, present the percent of student attendance for each school in the district receiving a *Report Card*. District and state percentages are presented for comparison of all schools. Schools are presented by category and in site code order. Since 1993-94, district and state percentages based on school category have been provided for comparison purposes.

Data Presentation: *School Report Card*

The *1996-97 School Report Card* presents the percent of student attendance for the school, district, and state, based on the school category.

Of all the School Report Card indicators studied, student attendance yields the strongest positive relationship with average test scores. This is especially evident in secondary schools with higher attendance. These schools show a marked increase in the percentage of students passing the Graduation Exit Exam (Franklin and Crone, 1993).

Definitions

- *Aggregate days attendance*—the total number of days that students are *present* at the school site over the course of the school year.
- *Aggregate days membership*—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.
- *Day of attendance*—effective with the 1992-93 school year, “a student is considered to be in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.”

“Students who meet the above criteria and are present at the school site for 26-50 percent of the student’s instructional day shall be credited with a half day of attendance. Those who meet the above criteria and are present for at least 51% of the student’s instructional day are credited with a whole day of attendance. Students who are not physically present or who are participating for 25 percent or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (*Bulletin 741*)

As mentioned previously, the above definition was piloted for the 1992-93 school year and has been in effect statewide since the 1993-94 school year.

- *Percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

Method of Calculation

The formulas used in calculating percent of student attendance are presented at the bottom of this page.

Data Sources

The attendance indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Bamber, C. (1979). Student and teacher absenteeism. *Phi Delta Kappa Fastback*. 126, 12.
- Bennett, W. J. (1988). *American Education - Making It Work*. 17. Washington, DC: U.S. Government Printing Office.
- Franklin, B. J. and Crone, L. J. (1993). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Louisiana Department of Education. *Handbook for Louisiana School Administrators (Bulletin 741)*. Baton Rouge, La.: Author.
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Formulas Used to Calculate Percent of Student Attendance

School-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Aggregate Days of Attendance}}{\text{Aggregate Days of Membership}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the District}}{\text{Total Aggregate Days of Membership for All Schools in the District}} \times 100^*$$

State-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the State}}{\text{Total Aggregate Days of Membership for All Schools in the State}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Student Attendance in Elementary Schools = (Aggregate Days of Attendance for All Elementary Schools / Aggregate Days of Membership for All Elementary Schools) X 100.

Table 4a: Percent of Student Attendance
Elementary Schools

		1991-92	1992-93¹	1993-94	1994-95	1995-96²	1996-97
052001	Abita Springs Elementary School	95.36	94.68	95.25	95.43	94.65	94.84
052002	Abita Springs Middle School	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	94.80
052003	Abney, W.L., Elementary School	94.49	93.99	95.10	94.04	94.54	94.69
052004	Alton Elementary School	93.01	93.33	92.93	92.76	93.77	93.01
052005	Bayou Lacombe Middle School	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	93.60
052006	Bonne Ecole Elementary School	95.73	95.69	96.30	96.14	96.58	96.35
052008	Brock, Glynn H., Elementary School	94.57	94.85	94.77	93.63	94.38	95.33
052009	Carolyn Park Middle School	94.97	95.05	95.89	95.43	95.63	95.53
052010	Chahta-Ima Elementary School	94.75	95.09	95.84	94.32	95.16	94.91
052012	Covington Elementary School	94.16	93.99	95.08	94.68	94.30	94.56
052014	Schoen, C.J., Middle School	93.83	94.09	94.70	94.05	94.65	94.97
052016	Fifth Ward Junior High School	Combo	Combo	Combo	Combo	93.46	94.05
052017	Florida Avenue Elementary School	93.85	94.07	94.64	95.05	94.51	94.35
052018	Folsom Elementary School	94.16	95.00	95.18	95.51	94.71	95.00
052020	Lee Road Junior High School	Combo	Combo	Combo	Combo	94.04	94.28
052021	Little Oak Middle School	96.04	95.83	96.35	96.68	96.61	96.60
052022	Lyon, E.E., Elementary School	93.37	94.53	95.10	95.19	94.74	94.97
052023	Madisonville Elementary School	95.65	95.26	96.27	95.43	95.57	95.25
052025	Mandeville Elementary School	95.73	95.58	96.41	96.39	96.24	96.30
052028	Mandeville Middle School	95.48	95.97	96.01	95.61	95.77	95.35
052031	Pine View Middle School	93.55	93.49	94.48	94.48	93.93	94.45
052036	Sixth Ward Junior High School	90.74	91.89	92.08	91.80	91.99	91.71
052040	Bayou Woods Elementary School	94.68	94.55	95.16	95.14	94.90	94.89
052043	Mandeville Kindergarten	94.42	94.73	95.26	94.70	95.22	94.93
052044	Riverside Elementary School	94.43	94.96	97.14	95.13	94.95	93.95
052045	Woodlake Elementary School	96.11	96.19	96.11	95.47	95.93	95.95
052047	Honey Island Elementary School	95.25	95.17	96.23	96.02	96.09	96.85
052048	Whispering Forest Elementary School	95.25	95.67	95.96	96.02	95.95	95.24
052049	Cypress Cove Elementary	~	~	~	95.36	95.44	95.31
052050	Pontchartrain Elementary	~	~	~	96.05	95.77	96.19
052051	Tchefuncte Middle School	~	~	~	96.06	96.15	96.02

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4a: Percent of Student Attendance
Elementary Schools

	1991-92	1992-93¹	1993-94	1994-95	1995-96²	1996-97
District (Elementary Schools)	~	~	95.52	95.25	95.21	95.18
District (All Schools)	93.48	93.81	94.18	94.01	93.94	94.18
State (Elementary Schools)	~	~	95.01	95.21	95.01	95.20
State (All Schools)	~	~	93.55	93.64	93.36	93.70

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4b: Percent of Student Attendance
Middle/Jr. High Schools

	1991-92	1992-93¹	1993-94	1994-95	1995-96²	1996-97
052002 Abita Springs Middle School	93.29	93.17	92.12	93.50	92.90	Elem
052005 Bayou Lacombe Middle School	92.50	92.82	92.91	92.34	92.06	Elem
052007 Boyet Junior High School	93.04	94.23	94.68	94.26	94.05	94.09
052011 Clearwood Junior High School	93.81	94.76	94.79	94.13	94.91	95.60
052019 Folsom Junior High School	96.33	96.52	96.85	95.80	95.07	95.45
052024 Madisonville Junior High School	94.55	94.42	95.23	94.72	94.80	95.18
052027 Mandeville Junior High School	94.44	95.17	94.93	94.85	95.10	95.06
052030 Pearl River Junior High School	93.37	93.23	92.54	93.22	93.25	93.02
052032 Pitcher, William, Junior High School	89.47	90.66	90.69	90.59	90.21	92.66
052033 St. Tammany Junior High School	91.90	91.95	92.57	92.95	92.83	94.48
052038 Slidell Junior High School	92.55	93.32	93.82	93.32	93.42	94.03
052053 Fontainebleau Junior High School	~	~	~	~	~	93.76
District (Middle/Jr. High Schools)	~	~	93.75	93.56	93.54	94.30
District (All Schools)	93.48	93.81	94.18	94.01	93.94	94.18
State (Middle/Jr. High Schools)	~	~	92.84	92.72	92.56	93.14
State (All Schools)	~	~	93.55	93.64	93.36	93.70

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4c: Percent of Student Attendance
High Schools

	1991-92	1992-93¹	1993-94	1994-95	1995-96²	1996-97
052013 Covington High School	88.53	90.31	90.21	91.11	89.83	89.03
052026 Mandeville High School	91.99	92.80	93.65	93.31	93.43	93.29
052029 Pearl River High School	92.49	90.78	90.72	90.55	91.54	90.57
052035 Salmen High School	89.96	90.88	92.37	91.78	91.54	92.01
052037 Slidell High School	91.77	91.59	90.90	91.38	91.89	94.41
052039 Northshore High School	92.38	92.24	92.71	94.31	93.78	93.92
052052 Fontainebleau High School	~	~	~	90.23	90.50	91.44
District (High Schools)	~	~	91.87	92.00	91.81	92.11
District (All Schools)	93.48	93.81	94.18	94.01	93.94	94.18
State (High Schools)	~	~	90.97	91.02	90.62	91.06
State (All Schools)	~	~	93.55	93.64	93.36	93.70

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4d: Percent of Student Attendance
Combination Schools

	1991-92	1992-93¹	1993-94	1994-95	1995-96²	1996-97
052016 Fifth Ward Junior High School	92.82	92.81	93.64	93.07	Elem	Elem
052020 Lee Road Junior High School	94.68	94.94	94.28	94.31	Elem	Elem
District (Combination Schools)	~	~	94.04	93.82	~	~
District (All Schools)	93.48	93.81	94.18	94.01	93.94	94.18
State (Combination Schools)	~	~	94.45	94.48	94.20	94.67
State (All Schools)	~	~	93.55	93.64	93.36	93.70

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Students who drop out of school deprive our country of potentially valuable human resources (Hershaff, 1980). Research indicates that dropping out of school has negative consequences both for the individual who drops out and for society (Curry, Payson, and Sandhu, 1990).

Over the last 20 years, there has been a general increase in high school completion rates. Despite these gains, dropout rates remain at unacceptably high levels. The monitoring of high school dropout rates provides one measure of our progress in increasing the educational attainment of the state's youth. Unfortunately, determining the exact number of students who actually drop out of school is extremely difficult.

According to LDE research, the percent of student dropouts has a strong negative correlation with test scores and attendance, and a positive correlation with school size. Thus, schools with low average test scores and low average attendance generally experience high dropout rates. Larger schools (those with enrollments of roughly 700 or more students) exhibit higher dropout rates than do smaller schools (Franklin and Crone, 1993).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96 and 1996-97 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Table 5, Student Dropouts, presents the number and percent of students (by grade level) who drop out of school for grades 7-12. Data are presented by school site code for all *Report Card* schools in the district whose grade structure includes grade seven or higher. District and state numbers and percents are offered for comparison purposes.

Data Presentation: *School Report Card*

School-level counts and percents are reported (by grade) for grades 7-12. Also, district and state percents are presented.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *Dropout*—the National Center for Education Statistics (NCES) defines a dropout as “an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.”

“For purposes of applying the dropout definition, the following definitions also apply:

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. A school completer is an individual who has graduated from high school or completed a state- or district-approved education program.
3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home-based instruction, and school-sponsored secondary (but **NOT** adult) programs leading to a GED or some other certification differing from the regular diploma” (NCES, 1993).

Method of Calculation

Louisiana's school- and district-level student dropout percents are calculated by dividing the total number of student dropouts in each grade for grades 7-12 by the cumulative enrollment for that grade.

To conform with the federal Common Core of Data (CCD) reporting, the state dropout rate is calculated by dividing the total number of dropouts by the state membership as of October 1, 1996. The formulas used to produce percent of student dropouts are presented on the following page.

Data Sources

The dropout indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Curry, B. A., Payson, James and Sandhu, Daya S. (1990). Efficacy of a university designed dropout prevention program for at-risk adolescents of Louisiana. *Louisiana Education Research Journal*. XVI:1, 52.
- Franklin, B. J. and Crone, L. J. (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Hershaff, S. M. (1980). Dropouts: A comparison of their general feelings of alienation and attitudes toward school with those of persisters. *The Southern Journal of Educational Research*. XIV:4, 247.
- National Center for Education Statistics (1993). *Dropout rates in the United States: 1993*. U.S. Department of Education, Office of Educational Research and Improvement. Government Printing Office: Washington, DC.

Formulas Used to Calculate Percent of Student Dropouts (Grades 7-12)

School-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Number of Student Dropouts (By Grade Level)}}{\text{Cumulative Enrollment (By Grade Level)}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the District}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the District}} \times 100$$

State-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the State}}{\text{October 1 Membership (By Grade Level) For All Schools in the State}} \times 100$$

Table 5: Student Dropouts

		1991-92		1992-93 ¹		1993-94		1994-95		1995-96 ²		1996-97	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
052002	Abita Springs Middle School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	0.99	1	~	~
	Grade 8	0.00	0	1.01	1	0.84	1	0.00	0	2.02	2	~	~
	Grade 9	3.61	3	4.65	4	0.93	1	~	~	~	~	~	~
052005	Bayou Lacombe Middle School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~
	Grade 8	0.00	0	0.00	0	0.00	0	0.00	0	1.37	1	~	~
052007	Boyet Junior High School												
	Grade 7	0.55	2	0.53	2	0.28	1	1.37	6	1.03	4	0.50	2
	Grade 8	1.53	5	0.85	3	0.00	0	2.43	9	5.80	25	4.38	17
052011	Clearwood Junior High School												
	Grade 7	1.83	4	0.00	0	0.00	0	3.98	8	2.96	5	6.59	11
	Grade 8	1.44	3	0.49	1	0.00	0	4.85	10	4.19	8	9.21	14
052013	Covington High School												
	Grade 9	~	~	~	~	~	~	~	~	8.11	30	11.40	69
	Grade 10	4.31	25	7.57	47	5.22	35	8.08	46	11.75	55	11.32	53
	Grade 11	5.68	23	7.94	39	6.14	32	5.37	29	9.75	43	8.79	37
	Grade 12	7.77	31	7.65	30	4.95	21	7.51	34	8.60	40	11.72	47
052016	Fifth Ward Junior High School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	1.69	1	3.39	2
	Grade 8	0.00	0	3.92	2	1.79	1	0.00	0	3.28	2	5.17	3
	Grade 9	3.45	2	7.41	4	1.85	1	3.64	2	~	~	~	~
052019	Folsom Junior High School												
	Grade 7	0.00	0	0.00	0	0.00	0	2.86	3	1.23	1	2.17	2
	Grade 8	0.00	0	1.23	1	0.00	0	3.41	3	1.14	1	3.41	3
	Grade 9	1.06	1	0.00	0	0.00	0	1.20	1	~	~	~	~
052020	Lee Road Junior High School												
	Grade 7	0.00	0	0.00	0	0.00	0	3.30	3	1.16	1	2.53	2
	Grade 8	1.45	1	1.30	1	3.53	3	2.17	2	3.41	3	4.94	4
	Grade 9	0.00	0	4.41	3	1.25	1	2.27	2	~	~	~	~
052024	Madisonville Junior High School												
	Grade 7	1.54	1	0.00	0	0.00	0	0.00	0	0.00	0	3.37	3
	Grade 8	0.00	0	4.29	3	0.00	0	0.00	0	0.00	0	1.33	1
	Grade 9	1.52	1	1.28	1	1.45	1	2.82	2	~	~	~	~

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

		1991-92		1992-93 ¹		1993-94		1994-95		1995-96 ²		1996-97	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
052026	Mandeville High School												
	Grade 9	2.61	17	1.63	11	0.84	6	2.13	9	4.02	17	5.91	25
	Grade 10	0.41	2	1.19	6	2.21	12	1.03	4	7.26	27	5.21	21
	Grade 11	0.66	3	3.03	13	2.36	11	1.85	10	7.57	28	9.63	34
	Grade 12	0.28	1	3.35	14	1.21	5	0.47	2	7.46	37	5.99	20
052027	Mandeville Junior High School												
	Grade 7	0.00	0	0.18	1	0.00	0	1.00	6	4.65	31	12.80	54
	Grade 8	0.00	0	0.00	0	0.00	0	0.00	0	3.73	22	6.79	25
052029	Pearl River High School												
	Grade 9	8.37	22	11.07	29	5.32	14	2.19	6	13.25	31	12.60	33
	Grade 10	8.51	16	5.10	10	0.55	1	1.12	2	8.37	17	14.72	24
	Grade 11	11.01	12	5.11	7	4.51	6	0.68	1	7.69	9	8.82	12
	Grade 12	5.88	7	4.21	4	4.55	6	1.64	2	17.57	26	7.50	9
052030	Pearl River Junior High School												
	Grade 7	0.00	0	0.00	0	2.17	2	0.00	0	0.83	1	1.64	2
	Grade 8	1.04	1	0.00	0	0.00	0	5.68	5	0.95	1	2.65	3
052032	Pitcher, William, Junior High School												
	Grade 7	2.78	7	0.31	1	0.63	2	2.73	9	1.63	5	28.78	80
	Grade 8	2.57	8	0.37	1	0.67	2	1.03	3	3.57	10	2.23	4
	Grade 9	6.06	16	3.47	11	5.35	13	2.87	7	8.25	17	~	~
052033	St. Tammany Junior High School												
	Grade 7	1.18	3	0.00	0	0.00	0	0.00	0	3.18	7	25.24	53
	Grade 8	1.39	3	1.33	3	0.40	1	0.45	1	2.67	5	5.23	9
052035	Salmen High School												
	Grade 9	12.78	45	5.32	19	3.37	13	2.60	10	14.76	49	11.84	38
	Grade 10	4.89	11	3.17	7	1.47	4	3.92	12	7.75	22	15.95	41
	Grade 11	5.14	11	5.83	12	3.27	7	6.40	16	9.16	24	11.89	29
	Grade 12	3.31	6	2.82	5	3.23	6	2.87	5	12.45	30	7.29	18
052036	Sixth Ward Junior High School												
	Grade 7	1.32	1	1.35	1	0.00	0	0.00	0	3.57	2	3.13	2
	Grade 8	0.00	0	0.00	0	0.00	0	0.00	0	1.59	1	0.00	0

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

		1991-92		1992-93¹		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052037	Slidell High School												
	Grade 9	6.26	40	4.05	30	2.59	18	6.08	42	10.88	69	26.95	159
	Grade 10	3.37	17	3.08	15	2.50	13	3.35	17	5.80	29	23.79	108
	Grade 11	4.25	18	3.36	15	3.39	15	3.81	16	7.74	35	17.96	74
	Grade 12	1.24	5	2.01	7	1.30	5	2.97	12	5.38	21	11.25	44
052038	Slidell Junior High School												
	Grade 7	0.87	4	0.00	0	0.22	1	1.77	8	4.11	18	3.39	14
	Grade 8	0.39	2	1.09	5	0.42	2	0.22	1	2.11	9	13.20	68
052039	Northshore High School												
	Grade 9	5.05	20	0.73	3	2.84	12	2.70	11	8.48	34	5.81	28
	Grade 10	0.72	2	0.31	1	0.88	3	0.90	3	7.94	27	8.41	29
	Grade 11	1.96	5	0.41	1	0.70	2	2.35	7	7.87	24	6.27	19
	Grade 12	0.49	1	1.36	3	1.01	2	1.13	3	2.53	6	4.20	11
052052	Fontainebleau High School												
	Grade 9	~	~	~	~	~	~	1.30	7	10.00	56	9.74	56
	Grade 10	~	~	~	~	~	~	3.83	15	6.53	25	7.45	31
	Grade 11	~	~	~	~	~	~	~	~	4.11	12	9.20	32
	Grade 12	~	~	~	~	~	~	~	~	0.00	0	5.35	13
052053	Fontainebleau Junior High School												
	Grade 7	~	~	~	~	~	~	~	~	~	~	2.30	12
	Grade 8	~	~	~	~	~	~	~	~	~	~	2.66	12

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

	1991-92		1992-93¹		1993-94		1994-95		1995-96²		1996-97	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District												
Grade 7	0.87	22	0.19	5	0.22	6	1.51	43	2.77	77	8.42	239
Grade 8	0.91	23	0.83	21	0.37	10	1.27	34	3.34	90	6.20	163
Grade 9	6.08	167	3.92	115	2.77	80	3.37	99	10.23	315	12.89	409
Grade 10	3.44	73	3.86	86	2.84	68	3.96	99	8.15	202	12.43	307
Grade 11	4.00	72	4.65	87	3.71	73	3.80	79	7.96	175	10.83	237
Grade 12	3.20	51	4.00	63	2.75	45	3.33	58	8.13	160	8.18	162
Grades 9 - 12	~	~	~	~	~	~	~	~	8.76	852	11.36	1,115
State												
Grade 7	1.72	1,051	~	~	1.47	904	0.78	480	4.46	2,816	4.73	2,904
Grade 8	2.15	1,176	~	~	1.71	971	0.93	538	6.04	3,568	5.53	3,232
Grade 9	5.57	3,390	~	~	6.48	4,018	4.63	2,898	12.90	8,966	13.51	9,245
Grade 10	4.87	2,466	~	~	4.91	2,531	3.79	2,005	11.86	6,554	12.10	6,626
Grade 11	4.43	1,865	~	~	4.57	1,988	3.55	1,555	10.78	4,991	10.58	4,897
Grade 12	3.43	1,262	~	~	3.70	1,433	2.65	1,061	10.75	4,397	8.62	3,605
Grades 9 - 12	~	~	~	~	~	~	~	~	11.75	24,908	11.53	24,373

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Students Suspended and Expelled

Student suspension not only harms students by depriving them of valuable instruction, it also harms communities, the individual school, and school district (Garibaldi, 1978).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96 and 1996-97 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 6a, 6b, 6c, and 6d, Students Suspended and Expelled, present the number and percent of students suspended and the number and percent of students expelled for each school in the district receiving a *Report Card*. Schools are listed by category and in site code order. District percentages are presented for comparison of all schools. Since 1993-94, percentages based on the school category also have been provided for comparison purposes.

It should be pointed out that the “students suspended” number reflects the number of students at the school site who were suspended at least once during the school year. Because some students are suspended more than once over the course of the school year, the total incidence of suspension may be greater than the number reported here.

Data Presentation: *School Report Card*

The 1996-97 *School Report Card* presents the school-level number and percent of students suspended and expelled. Category statistics are provided at the district level for comparison purposes.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *In-school Expulsion*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.
- *In-school Suspension*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.
- *Out-of-school Expulsion*—removal (exit) of a student from school for a determined number of days with no provision of instructional services.
- *Out-of-school Suspension*—student is temporarily prohibited from participating in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

Schools which report comparatively high suspension rates tend to serve more low-income students than those which report low suspension rates. Suspension rates tend to be higher among large schools. Middle schools and secondary schools report higher suspension rates than schools with other grade configurations. Finally, class enrollments are larger in high-suspension schools (Kennedy, 1993). This research is further supported by Franklin and Glascock (1994) who found that suspension rates are significantly higher in middle schools than elementary or combination (K-12) schools.

Method of Calculation

Suspensions and expulsions are calculated for students enrolled in grades K-12. The formulas listed on the following pages were used to calculate the desired school- and district-level percentages for each school category, as well as district-level percentages for all schools.

Data Sources

The suspension and expulsion indicators are based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Children's Defense Fund. (1975). *School Suspensions - Are They Helping Children?* Cambridge, Mass.
- Franklin, B. J., and Glascock, C. H. (1994). The K-12 school - Did we forget the importance of continuity? Paper presented at the annual meeting of the Mid-South Education Research Association. Nashville, Tenn.
- Garibaldi, A. M. (1978). *In-School Alternatives to Suspension: Conference Report*. Washington, D.C.: U.S. Government Printing Office.
- Kennedy, E. (1993). A study of out-of-school suspensions and expulsions in Louisiana public schools. Report to the Board of Elementary and Secondary Education. Baton Rouge, La.: Louisiana Department of Education.

Formulas Used to Calculate Percent of Students Suspended, Expelled

School-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Number of Students Suspended}}{\text{Cumulative Enrollment}} \times 100$$

$$\text{Percent of Students Expelled} = \frac{\text{Number of Students Expelled}}{\text{Cumulative Enrollment}} \times 100$$

District-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Total Number of Students Suspended for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

$$\text{Percent of Students Expelled} = \frac{\text{Total Number of Students Expelled for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Elementary Students Suspended = (Number of Elementary Students Suspended / Cumulative Elementary Student Enrollment) X 100.

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052001	Abita Springs Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.40	2
	Suspended (Out of School)	2.34	12	3.29	18	2.84	16	2.77	16	3.02	18	1.40	7
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052002	Abita Springs Middle School												
	Suspended (In School)	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	0.00	0
	Suspended (Out of School)	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	12.85	41
	Expelled (In School)	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	0.00	0
	Expelled (Out of School)	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	0.00	0
052003	Abney, W.L., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	2.48	24	0.59	6	0.78	8	1.86	19	1.08	10	0.66	6
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052004	Alton Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	10.90	35	12.87	43	11.42	41	11.38	43	11.15	36	12.10	42
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.28	1	0.00	0	0.93	3	0.00	0
052005	Bayou Lacombe Middle School												
	Suspended (In School)	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	0.00	0
	Suspended (Out of School)	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	23.11	58
	Expelled (In School)	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	0.00	0
	Expelled (Out of School)	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	0.00	0
052006	Bonne Ecole Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.41	3	0.89	7	0.38	3	0.39	3	1.52	12	0.99	7
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052008	Brock, Glynn H., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	4.37	16	7.14	26	6.98	28	8.36	30	5.28	18	2.37	8
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052009	Carolyn Park Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	8.65	60	12.04	85	4.15	30	10.20	75	6.06	38	6.00	36
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.54	4	0.00	0	0.17	1
052010	Chahta-Ima Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	7.78	41	1.86	10	0.98	5	3.18	17	2.67	13	5.17	20
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052012	Covington Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	2.32	20	3.29	20	1.71	10	1.69	10	4.33	26	7.55	42
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052014	Schoen, C.J., Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	6.92	36	7.32	39	8.40	44	11.72	58	6.59	27	10.58	44
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.38	2	0.81	4	0.24	1	0.00	0
052016	Fifth Ward Junior High School												
	Suspended (In School)	Combo	Combo	Combo	Combo	Combo	Combo	Combo	Combo	~	~	0.00	0
	Suspended (Out of School)	Combo	Combo	Combo	Combo	Combo	Combo	Combo	Combo	5.79	27	8.60	40
	Expelled (In School)	Combo	Combo	Combo	Combo	Combo	Combo	Combo	Combo	~	~	0.00	0
	Expelled (Out of School)	Combo	Combo	Combo	Combo	Combo	Combo	Combo	Combo	0.21	1	0.22	1

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052017	Florida Avenue Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	5.43	28	3.89	19	3.60	20	3.47	19	0.18	1	3.63	21
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052018	Folsom Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	2.71	16	4.95	28	2.87	17	1.96	12	0.79	4	1.52	8
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052020	Lee Road Junior High School												
	Suspended (In School)	Combo	Combo	Combo	Combo	Combo	Combo	Combo	Combo	~	~	0.00	0
	Suspended (Out of School)	Combo	Combo	Combo	Combo	Combo	Combo	Combo	Combo	3.56	26	3.90	28
	Expelled (In School)	Combo	Combo	Combo	Combo	Combo	Combo	Combo	Combo	~	~	0.00	0
	Expelled (Out of School)	Combo	Combo	Combo	Combo	Combo	Combo	Combo	Combo	0.14	1	0.00	0
052021	Little Oak Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	3.53	39	4.42	50	0.44	5	3.73	44	1.73	19	0.82	9
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052022	Lyon, E.E., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	3.11	9	1.72	9	1.05	6	3.25	18	2.60	16	1.84	11
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052023	Madisonville Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.27	1
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052025	Mandeville Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.62	4
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052028	Mandeville Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	2.30	37	3.55	59	3.80	66	4.34	45	2.11	22	2.72	30
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.12	2	0.19	2	0.00	0	0.00	0
052031	Pine View Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	5.96	19	7.43	26	7.80	29	11.05	41	7.58	26	11.67	42
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.29	1	0.00	0	0.27	1	0.00	0	0.00	0
052036	Sixth Ward Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	10.97	70	11.08	70	13.81	83	12.20	72	9.32	52	7.91	44
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.50	3	0.68	4	0.00	0	0.00	0
052040	Bayou Woods Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	2.22	22	0.80	8	0.99	10	1.00	10	2.13	22	3.58	35
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052043	Mandeville Kindergarten												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052044	Riverside Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.23	1	0.23	1	0.47	2	0.93	4	0.47	2
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052045	Woodlake Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052047	Honey Island Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.19	2	0.28	3	0.27	3	0.69	5	0.59	4	0.29	2
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052048	Whispering Forest Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.48	3	0.00	0	0.00	0	0.18	1	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052049	Cypress Cove Elementary												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	~	~	~	~	~	~	0.13	1	0.55	4	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	~	~	0.00	0	0.00	0	0.00	0
052050	Pontchartrain Elementary												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	~	~	~	~	~	~	0.00	0	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	~	~	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052051	Tchefuncte Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	~	~	~	~	~	~	1.55	14	2.15	19	0.94	8
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	~	~	0.00	0	0.00	0	0.00	0
District (Elementary Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.01	2
	Suspended (Out of School)	~	~	~	~	2.70	425	3.37	554	2.49	443	3.29	591
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.05	8	0.09	15	0.03	6	0.01	2
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	1.07	357
	Suspended (Out of School)	7.72	2,406	8.21	2,619	8.05	2,640	8.22	2,775	6.96	2,364	6.68	2,224
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.09	29	0.14	46	0.45	147	0.44	147	0.39	131	0.19	64
State¹ (Elementary Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	2.17	8,584
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	4.26	16,806
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.01	34
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.08	311
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052002	Abita Springs Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	Elem	Elem
	Suspended (Out of School)	20.78	96	17.02	81	21.62	115	15.08	65	7.11	30	Elem	Elem
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	Elem	Elem
	Expelled (Out of School)	0.22	1	0.00	0	0.38	2	0.23	1	0.00	0	Elem	Elem
052005	Bayou LaCombe Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	Elem	Elem
	Suspended (Out of School)	12.89	50	13.17	49	10.46	39	22.73	85	23.74	80	Elem	Elem
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	Elem	Elem
	Expelled (Out of School)	0.52	2	0.27	1	0.54	2	0.80	3	0.89	3	Elem	Elem
052007	Boyet Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	8.55	90	9.22	101	7.14	83	8.76	72	10.75	86	9.43	73
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.43	5	0.12	1	0.50	4	0.00	0
052011	Clearwood Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	2.89	20
	Suspended (Out of School)	12.39	112	10.92	96	12.38	106	11.18	93	10.88	84	8.96	62
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.44	4	0.00	0	0.58	5	0.60	5	0.78	6	0.58	4
052019	Folsom Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	13.41	35	23.53	60	25.19	65	17.39	48	14.67	38	20.75	55
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	3.10	8	2.17	6	0.00	0	0.00	0
052024	Madisonville Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	8.92	37	8.98	38	13.70	60	13.22	62	6.70	27	7.54	30
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052027	Mandeville Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	4.65	46	3.44	38	13.65	163	13.18	162	6.80	83	5.08	37
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.20	2	0.00	0	0.42	5	0.24	3	0.16	2	0.00	0
052030	Pearl River Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	13.86	69	18.07	88	13.97	69	15.36	80	10.15	54	12.39	68
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.21	1	0.81	4	0.38	2	0.38	2	0.18	1
052032	Pitcher, William, Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	22.16	84
	Suspended (Out of School)	23.22	192	24.86	225	30.97	266	24.77	214	28.11	219	16.62	63
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	1.66	15	3.49	30	3.13	27	2.82	22	0.00	0
052033	St. Tammany Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	11.36	55
	Suspended (Out of School)	16.67	119	15.68	106	21.10	150	14.94	108	16.17	103	8.88	43
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.42	3	0.44	3	1.41	10	0.69	5	0.63	4	0.21	1
052038	Slidell Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	11.79	126
	Suspended (Out of School)	8.82	109	8.59	101	10.71	124	9.50	111	9.71	102	10.76	115
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.24	3	0.26	3	1.04	12	0.68	8	0.57	6	0.47	5
052053	Fontainebleau Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	4.42	43
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	6.07	59
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.10	1

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² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Middle/Jr. High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.30	327
	Suspended (Out of School)	~	~	~	~	16.46	1,240	15.14	1,100	12.76	906	9.72	600
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	1.10	83	0.84	61	0.75	53	0.19	12
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	1.07	357
	Suspended (Out of School)	7.72	2,406	8.21	2,619	8.05	2,640	8.22	2,775	6.96	2,364	6.68	2,224
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.09	29	0.14	46	0.45	147	0.44	147	0.39	131	0.19	64
State¹ (Middle/Jr. High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	10.03	14,670
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	16.40	23,990
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.16	234
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.87	1,269
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052013	Covington High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	11.42	158	12.23	184	8.35	135	8.58	134	8.47	146	10.63	198
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.14	2	0.27	4	0.31	5	0.70	11	0.64	11	0.64	12
052026	Mandeville High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	7.27	142	7.70	156	6.83	146	6.73	120	5.41	87	7.07	104
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.15	3	0.39	8	0.47	10	0.22	4	0.62	10	0.41	6
052029	Pearl River High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	10.75	73	16.38	113	14.67	104	14.40	104	9.57	65	17.80	118
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	1.01	7	0.99	7	0.42	3	1.03	7	0.30	2
052035	Salmen High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	11.32	110	17.36	167	15.77	167	16.86	188	19.56	214	14.46	150
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	1.04	11	0.90	10	0.55	6	0.58	6
052037	Slidell High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	1.79	28
	Suspended (Out of School)	15.11	298	14.59	295	9.94	203	8.90	180	10.20	197	5.77	90
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.20	4	0.15	3	0.73	15	0.35	7	0.36	7	0.32	5
052039	Northshore High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	9.36	106	8.79	105	10.66	133	10.41	136	8.80	112	12.97	181
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.35	4	0.00	0	0.40	5	0.84	11	0.39	5	0.21	3

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~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052052	Fontainebleau High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	~	~	~	~	~	~	18.62	173	17.01	209	12.72	199
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	~	~	2.58	24	2.12	26	1.02	16
District (High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.30	28
	Suspended (Out of School)	~	~	~	~	10.70	888	11.79	1,035	10.91	1,020	11.01	1,035
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.64	53	0.80	70	0.77	72	0.53	50
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	1.07	357
	Suspended (Out of School)	7.72	2,406	8.21	2,619	8.05	2,640	8.22	2,775	6.96	2,364	6.68	2,224
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.09	29	0.14	46	0.45	147	0.44	147	0.39	131	0.19	64
State¹ (High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	8.67	19,412
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	15.72	35,175
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.11	254
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.80	1,797
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6d: Students Suspended and Expelled
Combination Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052016	Fifth Ward Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	Elem	Elem	Elem	Elem
	Suspended (Out of School)	7.25	37	11.00	55	10.73	57	11.57	62	Elem	Elem	Elem	Elem
	Expelled (In School)	~	~	~	~	~	~	~	~	Elem	Elem	Elem	Elem
	Expelled (Out of School)	0.00	0	0.00	0	0.56	3	0.19	1	Elem	Elem	Elem	Elem
052020	Lee Road Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	Elem	Elem	Elem	Elem
	Suspended (Out of School)	5.17	38	4.14	31	3.84	30	3.00	24	Elem	Elem	Elem	Elem
	Expelled (In School)	~	~	~	~	~	~	~	~	Elem	Elem	Elem	Elem
	Expelled (Out of School)	0.14	1	0.00	0	0.00	0	0.00	0	Elem	Elem	Elem	Elem
District (Combination Schools)													
	Suspended (Out of School)	~	~	~	~	7.05	87	6.81	86	~	~	~	~
	Expelled (Out of School)	~	~	~	~	0.24	3	0.08	1	~	~	~	~
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	1.07	357
	Suspended (Out of School)	7.72	2,406	8.21	2,619	8.05	2,640	8.22	2,775	6.96	2,364	6.68	2,224
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.09	29	0.14	46	0.45	147	0.44	147	0.39	131	0.19	64
State¹ (Combination Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	3.50	1,464
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	7.88	3,296
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.05	20
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.21	87
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Part 4. Student Achievement

Criterion-referenced Test (CRT) Results.....	4-1
Norm-referenced Test (NRT) Results	4-11

Criterion-referenced Test (CRT) Results

Educational tests such as criterion-referenced tests (CRTs) are, in one form or another, tests of academic achievement based on a pre-stated set of standards.

The CRTs administered in this state are part of the Louisiana Educational Assessment Program (LEAP) and are administered in April of each year to public school students at specified grade levels. For the secondary level, the CRT is the Graduation Exit Examination (GEE).

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). The Progress Profiles Program reports scores for all students taking the tests. This reflects the same reporting format used by the LEAP.

In Louisiana, CRTs provide a measure of the extent to which students meet state-established, grade-level skill requirements in the following subject areas:

- *Grades 3 and 5*—Language Arts and Mathematics,
- *Grade 7*—Language Arts and Mathematics, and
- *Secondary Level (GEE)*—English Language Arts, Mathematics, Written Composition, Science, and Social Studies.

Organization

Tables 7a - 7c provide CRT Results for Grades 3, 5, and 7, respectively, while Table 7d provides GEE test results for first-time GEE test takers. The tables present CRT results for each school in the district receiving a *Report Card*, with schools shown in school site code order. Also, comparison data are presented for the district and the state.

The tables reflect both the number of students taking the test and the percent of students who meet or exceed standards for the respective grade levels. Thus, the percent of students passing a specific test is the percent scoring at or above the performance standard that the state has set in that subject area.

Data Presentation: *School Report Cards*

The *1996-97 School Report Cards* present school, district, and state percent passing rates by grade level and subject area.

Definition

Criterion-referenced tests (CRTs)—tests that produce a score that tells how individuals/schools perform in achieving an established criteria; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

Data Source

The CRT indicator is based on student-level data tapes provided to the LDE by National Computer Systems, test contractor for the Louisiana Educational Assessment Program (LEAP).

Table 7a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052001	Abita Springs Elementary School												
	Language Arts	97	86	97	71	99	89	99	83	100	80	99	104
	Mathematics	94	86	94	71	99	88	98	83	96	79	99	104
052003	Abney, W.L., Elementary School												
	Language Arts	91	109	96	107	93	133	98	111	93	125	92	128
	Mathematics	92	109	97	107	91	129	94	112	93	125	92	124
052004	Alton Elementary School												
	Language Arts	100	31	94	35	97	33	97	36	90	31	86	36
	Mathematics	87	30	86	35	82	33	92	36	94	33	94	36
052006	Bonne Ecole Elementary School												
	Language Arts	97	110	100	94	100	122	100	112	99	121	98	114
	Mathematics	94	109	99	94	97	122	99	112	96	121	98	114
052008	Brock, Glynn H., Elementary School												
	Language Arts	96	47	95	43	100	43	97	31	97	38	98	41
	Mathematics	98	47	100	43	100	43	94	31	89	38	85	41
052010	Chahta-Ima Elementary School												
	Language Arts	97	87	95	73	95	73	92	72	93	81	95	64
	Mathematics	94	84	99	70	92	73	92	71	90	80	91	64
052012	Covington Elementary School												
	Language Arts	94	162	98	129	99	104	98	106	93	138	95	115
	Mathematics	93	162	95	129	97	104	97	105	91	137	93	115
052016	Fifth Ward Junior High School												
	Language Arts	100	39	100	34	100	39	97	30	100	43	100	39
	Mathematics	95	38	97	34	100	39	100	30	100	43	97	39
052017	Florida Avenue Elementary School												
	Language Arts	93	60	96	50	98	44	100	66	90	61	91	91
	Mathematics	86	59	88	50	93	44	97	65	87	60	87	91
052018	Folsom Elementary School												
	Language Arts	98	54	92	65	94	62	90	73	92	64	89	74
	Mathematics	89	54	88	65	92	62	92	73	89	63	91	74
052020	Lee Road Junior High School												
	Language Arts	96	46	95	56	98	52	100	54	100	82	91	75
	Mathematics	93	46	95	56	98	51	98	53	96	82	95	75

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052021	Little Oak Middle School												
	Language Arts	98	288	98	298	99	314	~	~	~	~	~	~
	Mathematics	96	285	96	294	98	312	~	~	~	~	~	~
052022	Lyon, E.E., Elementary School												
	Language Arts	98	45	94	94	96	101	96	78	96	112	96	113
	Mathematics	91	45	91	95	90	101	92	78	89	111	94	112
052023	Madisonville Elementary School												
	Language Arts	98	47	100	57	99	67	100	51	97	61	97	67
	Mathematics	100	47	100	57	99	67	100	51	97	61	95	66
052025	Mandeville Elementary School												
	Language Arts	99	255	99	244	100	225	99	168	99	183	99	204
	Mathematics	97	255	98	244	99	224	99	168	97	183	98	204
052036	Sixth Ward Junior High School												
	Language Arts	94	51	94	47	100	39	100	43	92	49	100	41
	Mathematics	90	50	85	46	92	39	100	42	94	49	100	41
052040	Bayou Woods Elementary School												
	Language Arts	99	193	98	187	99	203	97	184	96	193	96	210
	Mathematics	92	193	96	189	98	203	94	181	92	193	92	210
052044	Riverside Elementary School												
	Language Arts	94	70	95	73	97	94	97	70	97	95	96	70
	Mathematics	93	69	96	74	99	93	99	71	87	94	94	68
052045	Woodlake Elementary School												
	Language Arts	98	179	99	180	98	239	99	154	94	169	99	219
	Mathematics	94	178	97	179	97	237	100	150	94	167	94	218
052047	Honey Island Elementary School												
	Language Arts	~	~	~	~	~	~	99	283	97	309	97	293
	Mathematics	~	~	~	~	~	~	99	282	95	303	97	294
052048	Whispering Forest Elementary School												
	Language Arts	96	98	99	118	99	101	100	105	98	121	97	102
	Mathematics	99	97	99	117	98	100	100	104	99	121	96	103
052050	Pontchartrain Elementary												
	Language Arts	~	~	~	~	~	~	99	187	99	187	100	237
	Mathematics	~	~	~	~	~	~	99	185	99	186	99	236

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

	1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District												
Language Arts	97	2,057	97	2,055	98	2,177	98	2,097	96	2,345	96	2,450
Mathematics	94	2,043	96	2,049	96	2,164	97	2,083	94	2,332	95	2,442
State												
Language Arts	92	58,145	91	56,847	91	57,518	90	55,985	90	58,218	91	56,926
Mathematics	90	57,865	90	56,593	91	57,278	90	55,728	89	58,034	91	56,792

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052002	Abita Springs Middle School												
	Language Arts	96	74	93	54	92	66	91	81	95	93	91	99
	Mathematics	90	73	78	51	85	66	85	80	84	92	92	99
052003	Abney, W.L., Elementary School												
	Language Arts	94	103	98	122	95	119	97	125	93	130	94	104
	Mathematics	91	103	94	121	92	120	96	125	91	129	93	104
052004	Alton Elementary School												
	Language Arts	100	26	90	30	94	34	96	25	97	33	93	44
	Mathematics	88	26	93	29	94	34	100	25	74	34	86	44
052005	Bayou Lacombe Middle School												
	Language Arts	97	74	100	53	99	80	98	60	90	71	98	59
	Mathematics	100	74	98	51	99	80	100	60	93	71	98	58
052006	Bonne Ecole Elementary School												
	Language Arts	96	95	99	111	99	111	98	99	97	143	98	114
	Mathematics	94	95	98	111	99	111	100	99	93	143	96	114
052008	Brock, Glynn H., Elementary School												
	Language Arts	92	36	87	38	86	49	100	34	97	38	92	39
	Mathematics	92	36	89	37	92	49	91	34	89	38	92	39
052009	Carolyn Park Middle School												
	Language Arts	95	178	92	196	92	191	97	192	94	203	91	204
	Mathematics	95	178	91	194	94	191	96	190	94	201	91	204
052011	Clearwood Junior High School												
	Language Arts	99	109	98	123	97	113	100	113	94	126	97	107
	Mathematics	99	109	98	121	98	114	99	113	94	125	96	107
052014	Schoen, C.J., Middle School												
	Language Arts	93	134	93	130	93	134	97	127	90	124	86	117
	Mathematics	90	134	90	127	89	133	91	127	86	122	83	117
052016	Fifth Ward Junior High School												
	Language Arts	91	33	98	43	100	40	97	39	100	42	98	40
	Mathematics	97	32	100	43	98	40	97	39	100	42	100	40
052017	Florida Avenue Elementary School												
	Language Arts	100	68	98	51	92	72	98	61	86	59	92	72
	Mathematics	91	68	96	51	79	72	87	61	88	59	92	72

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052018	Folsom Elementary School												
	Language Arts	93	61	93	74	94	64	92	76	91	77	95	73
	Mathematics	88	60	88	73	94	64	84	76	88	75	96	73
052020	Lee Road Junior High School												
	Language Arts	94	70	95	60	96	56	98	57	91	74	94	69
	Mathematics	93	70	97	60	96	56	93	57	92	74	96	68
052021	Little Oak Middle School												
	Language Arts	99	292	98	316	97	298	99	293	97	329	96	309
	Mathematics	97	292	94	315	93	298	97	294	94	329	94	307
052024	Madisonville Junior High School												
	Language Arts	95	43	97	68	96	54	97	63	94	71	94	86
	Mathematics	100	43	96	68	94	54	90	63	92	71	86	86
052028	Mandeville Middle School												
	Language Arts	98	417	99	421	98	506	97	273	95	314	97	358
	Mathematics	96	420	97	430	97	506	96	274	92	313	94	358
052030	Pearl River Junior High School												
	Language Arts	97	69	96	68	93	68	94	62	88	94	85	92
	Mathematics	91	69	94	68	97	68	98	62	89	93	90	91
052031	Pine View Middle School												
	Language Arts	81	80	94	89	95	73	98	84	88	102	81	103
	Mathematics	78	80	92	87	86	73	95	83	85	101	82	103
052036	Sixth Ward Junior High School												
	Language Arts	98	45	92	51	95	44	95	40	98	60	95	60
	Mathematics	85	46	90	51	91	44	95	40	93	60	92	60
052051	Tchefuncte Middle School												
	Language Arts	~	~	~	~	~	~	98	248	96	266	97	271
	Mathematics	~	~	~	~	~	~	95	248	97	265	97	276
District													
	Language Arts	96	2,007	96	2,098	96	2,173	97	2,152	94	2,453	94	2,422
	Mathematics	94	2,008	94	2,088	94	2,174	95	2,150	92	2,441	93	2,422
State													
	Language Arts	90	56,194	90	55,817	90	54,975	90	53,644	87	59,292	87	57,617
	Mathematics	90	56,114	90	55,725	91	54,885	91	53,564	89	59,183	89	57,637

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7c: Criterion-referenced Test (LEAP) Results - Grade 7
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052002	Abita Springs Middle School												
	Language Arts	90	62	88	84	93	80	82	72	82	85	~	~
	Mathematics	92	60	85	79	82	78	79	71	67	84	~	~
052005	Bayou Lacombe Middle School												
	Language Arts	87	87	93	57	93	72	85	55	89	88	~	~
	Mathematics	79	84	79	56	90	72	85	52	76	87	~	~
052007	Boyet Junior High School												
	Language Arts	96	278	96	294	98	286	98	346	95	344	96	356
	Mathematics	95	275	95	292	98	288	97	347	91	344	92	356
052011	Clearwood Junior High School												
	Language Arts	95	151	93	163	92	152	97	145	92	145	92	142
	Mathematics	96	148	93	163	95	151	96	143	92	144	92	141
052016	Fifth Ward Junior High School												
	Language Arts	95	40	95	43	95	39	98	50	96	53	98	52
	Mathematics	85	40	88	43	87	39	98	50	83	53	98	52
052019	Folsom Junior High School												
	Language Arts	96	73	93	57	97	63	92	75	83	72	93	83
	Mathematics	90	73	89	57	85	62	93	75	69	72	87	83
052020	Lee Road Junior High School												
	Language Arts	98	63	95	60	96	82	93	71	94	79	91	69
	Mathematics	100	62	100	59	83	82	92	71	80	79	88	69
052024	Madisonville Junior High School												
	Language Arts	100	46	96	55	91	57	93	80	88	65	96	76
	Mathematics	94	47	84	55	74	57	88	80	82	65	92	76
052027	Mandeville Junior High School												
	Language Arts	96	445	96	478	99	486	99	466	96	587	97	343
	Mathematics	98	445	97	478	97	485	98	465	95	587	97	342
052030	Pearl River Junior High School												
	Language Arts	89	73	91	75	90	69	85	79	88	100	82	100
	Mathematics	79	72	85	73	91	68	68	80	82	98	77	100
052032	Pitcher, William, Junior High School												
	Language Arts	92	177	91	209	90	210	92	212	86	248	89	212
	Mathematics	85	176	87	204	78	212	84	216	74	245	85	202

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7c: Criterion-referenced Test (LEAP) Results - Grade 7
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052033	St. Tammany Junior High School												
	Language Arts	90	163	85	171	93	149	91	160	85	184	91	193
	Mathematics	83	163	91	164	89	148	91	158	82	185	88	194
052036	Sixth Ward Junior High School												
	Language Arts	93	57	94	50	91	45	90	51	81	47	94	49
	Mathematics	82	57	74	50	87	45	78	51	72	46	98	49
052038	Slidell Junior High School												
	Language Arts	92	342	94	370	95	361	95	336	93	378	91	357
	Mathematics	93	342	91	370	91	361	95	332	88	377	85	357
052053	Fontainebleau Junior High School												
	Language Arts	~	~	~	~	~	~	~	~	~	~	90	483
	Mathematics	~	~	~	~	~	~	~	~	~	~	85	478
District													
	Language Arts	94	2,057	93	2,166	95	2,151	95	2,198	91	2,476	92	2,520
	Mathematics	92	2,044	91	2,143	91	2,148	92	2,191	86	2,467	89	2,504
State													
	Language Arts	87	54,702	88	55,206	89	54,345	88	53,799	87	57,198	86	56,041
	Mathematics	83	54,440	83	55,018	83	54,272	82	53,599	79	56,798	80	55,823

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052013	Covington High School												
	Language Arts	89	376	93	381	93	415	93	334	93	316	85	352
	Mathematics	77	362	86	386	78	421	86	329	84	323	83	355
	Written Composition	86	358	91	379	94	414	98	324	99	297	96	347
	Science	88	273	91	329	94	350	91	338	86	322	90	313
	Social Studies	92	279	87	325	90	358	96	342	96	312	92	308
052026	Mandeville High School												
	Language Arts	97	360	98	365	97	425	97	294	95	293	96	326
	Mathematics	93	360	97	360	93	417	95	287	96	291	94	325
	Written Composition	94	351	95	360	97	413	99	282	100	290	99	318
	Science	96	349	95	314	97	340	95	402	94	251	95	281
	Social Studies	94	348	97	319	96	345	97	414	95	263	97	284
052029	Pearl River High School												
	Language Arts	97	104	97	119	98	115	97	98	89	123	85	103
	Mathematics	84	103	89	120	88	113	80	99	67	126	80	103
	Written Composition	79	101	98	120	96	113	100	104	94	113	99	100
	Science	92	79	95	101	97	99	94	94	84	94	88	101
	Social Studies	89	80	94	100	89	98	94	94	82	95	86	106
052035	Salmen High School												
	Language Arts	95	167	95	146	91	190	93	208	89	201	90	174
	Mathematics	83	168	84	146	81	192	80	215	83	200	77	179
	Written Composition	89	162	92	141	94	189	99	207	96	188	99	167
	Science	88	140	85	142	86	134	91	181	80	197	84	179
	Social Studies	91	137	92	144	82	137	93	180	90	206	92	181
052037	Slidell High School												
	Language Arts	98	343	96	338	95	370	98	379	93	399	91	388
	Mathematics	94	341	92	340	90	372	94	376	87	401	82	392
	Written Composition	92	335	98	336	97	362	100	383	98	383	98	379
	Science	95	297	94	315	93	311	92	318	92	355	89	378
	Social Studies	95	299	97	318	91	310	96	320	95	354	94	379

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052039	Northshore High School												
	Language Arts	99	184	98	242	97	249	96	265	96	285	96	284
	Mathematics	94	178	94	233	91	240	84	265	89	281	87	306
	Written Composition	95	174	96	239	99	249	98	261	99	268	97	255
	Science	99	193	98	165	98	219	95	221	91	242	95	268
	Social Studies	97	193	96	163	96	223	98	222	94	252	96	265
052052	Fontainebleau High School												
	Language Arts	~	~	~	~	~	~	93	240	91	276	92	321
	Mathematics	~	~	~	~	~	~	89	240	86	267	81	313
	Written Composition	~	~	~	~	~	~	97	240	99	247	98	313
	Science	~	~	~	~	~	~	~	~	89	195	91	258
	Social Studies	~	~	~	~	~	~	~	~	91	241	92	268
District													
	Language Arts	95	1,534	96	1,591	95	1,764	95	1,818	93	1,893	91	1,948
	Mathematics	88	1,512	91	1,585	87	1,755	88	1,811	86	1,889	84	1,973
	Written Composition	90	1,481	95	1,575	96	1,740	99	1,801	98	1,786	98	1,879
	Science	94	1,331	93	1,366	95	1,453	93	1,554	89	1,656	91	1,778
	Social Studies	94	1,336	94	1,369	92	1,471	96	1,572	93	1,723	93	1,791
State													
	Language Arts	90	40,524	91	41,775	89	41,673	88	43,743	86	45,492	84	45,342
	Mathematics	82	40,403	83	41,697	79	41,603	80	43,654	77	45,381	77	45,307
	Written Composition	84	39,266	91	40,947	90	40,806	95	42,663	93	44,283	93	43,983
	Science	87	35,387	86	35,820	90	37,264	85	36,977	82	39,927	82	40,423
	Social Studies	89	35,442	90	35,778	90	37,230	90	36,998	90	39,989	88	40,407

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Norm-referenced Test (NRT) Results

The Louisiana Educational Assessment Program (LEAP) utilizes norm-referenced tests (NRTs) for national student comparisons with Louisiana students. From 1988 to 1992, Louisiana's NRT was the California Achievement Test (CAT), Form F; however, CAT/5 was adopted beginning with the 1992-93 school year with final administration having occurred in the spring of 1997.

Louisiana's NRT measures student performance in eight subject areas: reading, language, mathematics, word analysis, spelling, study skills, science, and social studies. A composite score (total battery) combining the individual subject area scores for reading, language, and mathematics is also computed for each student. The NRT data tables in the *School Report Cards* and *District Composite Reports* are based upon the total battery score.

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). Scores are reported for all students not requiring modification to the standardization administration procedures. This reflects the same reporting format used by the LEAP.

Organization

Tables 8a-8c present 1996-97 NRT results for Grades 4, 6, and 8, respectively. Test results are presented for all schools in the district receiving a *Report Card*, with schools listed in site code order. District, state, and national results are presented for comparison purposes.

Data are grouped as follows:

- *Quarter 4*—the percent of students who scored in the top 25% of students in the national norm group. If 32 of 100 students scored this high, Quarter 4 would read 32 percent.
- *Quarter 3*—the percent of students who scored between the 51st and the 75th national percentiles.
- *Quarter 2*—the percent of students who scored between the 26th and the 50th national percentile.
- *Quarter 1*—the percent of students who scored below the 26th national percentile.
- *Median National Percentile Rank*—"the point in a distribution of scores (ranked from the highest to lowest) at which half of the scores will fall above and half below." (Galfo, 1975, p. 114)

Data Presentation: *School Report Card*

The 1996-97 *School Report Cards* present median national percentile ranks at the school, district, state, and national levels.

Definition

Norm-referenced tests (NRTs) —tests that produce a score that tells how schools/individuals perform in comparison with other schools/individuals; LEAP NRT results (as reported by the *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

Data Source

The NRT indicator is based on student-level data tape were provided to the Louisiana Department of Education by CTB/McMillan/McGraw-Hill, test contractor for the CAT/5.

References

- Galfo, A. J. (1975). *Interpreting Educational Research*. Dubuque, Iowa: W. M. C. Brown Company Publishers.

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
052001	Abita Springs Elementary School						
	Fourth Quarter	~	32.5	30.0	36.5	35.3	~
	Third Quarter	~	36.3	31.4	35.3	34.1	~
	Second Quarter	~	27.5	22.9	17.6	29.4	~
	First Quarter	~	3.8	15.7	10.6	1.2	~
	Median Percentile Rank	~	65.0	60.3	66.0	69.3	~
052002	Abita Springs Middle School						
	Fourth Quarter	~	~	~	~	~	35.1
	Third Quarter	~	~	~	~	~	31.2
	Second Quarter	~	~	~	~	~	16.9
	First Quarter	~	~	~	~	~	16.9
	Median Percentile Rank	~	~	~	~	~	65.0
052003	Abney, W.L., Elementary School						
	Fourth Quarter	~	29.0	29.8	41.5	31.7	32.2
	Third Quarter	~	25.2	28.1	27.6	30.8	30.5
	Second Quarter	~	26.2	24.0	21.1	23.1	28.0
	First Quarter	~	19.6	18.2	9.8	14.4	9.3
	Median Percentile Rank	~	53.3	59.7	70.0	58.7	65.2
052004	Alton Elementary School						
	Fourth Quarter	~	10.0	6.5	25.0	13.3	17.9
	Third Quarter	~	20.0	16.1	33.3	43.3	25.0
	Second Quarter	~	50.0	41.9	29.2	26.7	25.0
	First Quarter	~	20.0	35.5	12.5	16.7	32.1
	Median Percentile Rank	~	37.7	33.3	61.4	54.0	47.5
052005	Bayou Lacombe Middle School						
	Fourth Quarter	~	~	~	~	~	36.7
	Third Quarter	~	~	~	~	~	18.3
	Second Quarter	~	~	~	~	~	30.0
	First Quarter	~	~	~	~	~	15.0
	Median Percentile Rank	~	~	~	~	~	57.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
052006	Bonne Ecole Elementary School						
	Fourth Quarter	~	56.3	61.4	44.2	55.6	49.5
	Third Quarter	~	22.3	25.0	32.5	30.0	36.1
	Second Quarter	~	15.2	12.5	18.3	12.2	13.4
	First Quarter	~	6.3	1.1	5.0	2.2	1.0
	Median Percentile Rank	~	81.6	80.8	71.5	81.0	75.5
052008	Brock, Glynn H., Elementary School						
	Fourth Quarter	~	12.2	16.3	28.6	25.7	22.2
	Third Quarter	~	24.5	46.5	25.7	31.4	48.1
	Second Quarter	~	42.9	32.6	34.3	34.3	25.9
	First Quarter	~	20.4	4.7	11.4	8.6	3.7
	Median Percentile Rank	~	41.0	54.0	62.0	59.0	60.0
052009	Carolyn Park Middle School						
	Fourth Quarter	~	30.4	44.1	36.6	33.3	38.6
	Third Quarter	~	27.3	28.0	29.1	28.6	32.7
	Second Quarter	~	22.7	19.9	25.6	21.4	18.1
	First Quarter	~	19.6	8.1	8.7	16.7	10.5
	Median Percentile Rank	~	59.0	71.5	63.7	59.8	69.0
052010	Chahta-Ima Elementary School						
	Fourth Quarter	~	27.9	29.3	25.0	22.4	~
	Third Quarter	~	40.7	37.9	35.9	37.9	~
	Second Quarter	~	22.1	29.3	17.2	32.8	~
	First Quarter	~	9.3	3.4	21.9	6.9	~
	Median Percentile Rank	~	60.6	55.7	58.3	56.0	~
052011	Clearwood Junior High School						
	Fourth Quarter	~	40.8	40.0	47.7	51.4	62.2
	Third Quarter	~	26.2	27.6	28.0	30.5	23.5
	Second Quarter	~	25.2	20.0	12.1	12.4	11.2
	First Quarter	~	7.8	12.4	12.1	5.7	3.1
	Median Percentile Rank	~	71.6	69.2	74.4	76.0	83.8

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
052014	Schoen, C.J., Middle School						
	Fourth Quarter	~	45.6	50.4	36.0	42.9	34.3
	Third Quarter	~	27.2	23.7	34.0	32.1	31.4
	Second Quarter	~	20.0	16.0	17.0	15.5	19.6
	First Quarter	~	7.2	9.9	13.0	9.5	14.7
	Median Percentile Rank	~	72.0	75.5	60.0	71.7	60.3
052016	Fifth Ward Junior High School						
	Fourth Quarter	~	31.4	35.1	29.7	36.7	43.9
	Third Quarter	~	34.3	21.6	21.6	40.0	29.3
	Second Quarter	~	34.3	27.0	24.3	13.3	12.2
	First Quarter	~	0.0	16.2	24.3	10.0	14.6
	Median Percentile Rank	~	60.0	61.0	54.0	65.5	69.0
052017	Florida Avenue Elementary School						
	Fourth Quarter	~	36.7	25.8	25.0	42.6	35.7
	Third Quarter	~	31.7	21.0	41.7	26.2	23.2
	Second Quarter	~	21.7	29.0	22.9	21.3	26.8
	First Quarter	~	10.0	24.2	10.4	9.8	14.3
	Median Percentile Rank	~	62.3	48.6	63.0	65.0	63.5
052018	Folsom Elementary School						
	Fourth Quarter	~	17.9	29.4	35.8	39.1	51.9
	Third Quarter	~	32.1	19.1	26.9	25.0	23.1
	Second Quarter	~	26.8	35.3	22.4	20.3	17.3
	First Quarter	~	23.2	16.2	14.9	15.6	7.7
	Median Percentile Rank	~	51.7	49.0	61.5	72.3	77.7
052020	Lee Road Junior High School						
	Fourth Quarter	~	34.6	34.6	44.8	45.5	33.3
	Third Quarter	~	40.4	32.7	34.5	32.7	37.9
	Second Quarter	~	21.2	25.0	17.2	21.8	21.2
	First Quarter	~	3.8	7.7	3.4	0.0	7.6
	Median Percentile Rank	~	62.7	65.3	72.0	72.6	65.5

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
052021	Little Oak Middle School						
	Fourth Quarter	~	60.6	57.3	60.6	61.2	65.5
	Third Quarter	~	22.0	29.0	24.3	27.3	23.0
	Second Quarter	~	13.2	9.3	11.0	8.0	7.8
	First Quarter	~	4.2	4.3	4.1	3.5	3.7
	Median Percentile Rank	~	83.9	82.3	82.8	83.3	85.9
052024	Madisonville Junior High School						
	Fourth Quarter	~	24.5	42.1	39.3	42.0	39.6
	Third Quarter	~	42.9	43.9	26.2	20.0	32.1
	Second Quarter	~	26.5	14.0	16.4	22.0	26.4
	First Quarter	~	6.1	0.0	18.0	16.0	1.9
	Median Percentile Rank	~	61.8	71.3	61.8	70.5	71.7
052028	Mandeville Middle School						
	Fourth Quarter	~	58.5	57.7	57.6	62.5	62.2
	Third Quarter	~	25.2	22.9	26.7	24.7	24.8
	Second Quarter	~	12.1	14.0	11.4	8.5	9.9
	First Quarter	~	4.2	5.3	4.3	4.2	3.1
	Median Percentile Rank	~	81.7	80.5	82.6	83.7	83.6
052030	Pearl River Junior High School						
	Fourth Quarter	~	25.0	38.5	26.7	31.3	28.9
	Third Quarter	~	25.0	29.2	32.2	33.8	28.9
	Second Quarter	~	28.1	16.9	28.9	16.3	22.4
	First Quarter	~	21.9	15.4	12.2	18.8	19.7
	Median Percentile Rank	~	50.3	62.3	57.0	60.5	57.7
052031	Pine View Middle School						
	Fourth Quarter	~	38.1	54.8	61.9	61.9	40.6
	Third Quarter	~	30.2	32.1	23.8	25.4	40.6
	Second Quarter	~	19.0	7.1	12.7	11.1	14.1
	First Quarter	~	12.7	6.0	1.6	1.6	4.7
	Median Percentile Rank	~	71.0	81.3	85.0	81.6	72.5

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
052036	Sixth Ward Junior High School						
	Fourth Quarter	~	8.9	27.7	28.9	28.3	23.3
	Third Quarter	~	40.0	31.9	31.1	34.8	34.9
	Second Quarter	~	26.7	19.1	26.7	17.4	20.9
	First Quarter	~	24.4	21.3	13.3	19.6	20.9
	Median Percentile Rank	~	45.0	58.0	54.0	62.5	54.0
052051	Tchefuncte Middle School						
	Fourth Quarter	~	~	~	67.9	63.9	76.5
	Third Quarter	~	~	~	22.6	26.9	18.3
	Second Quarter	~	~	~	7.7	7.6	4.7
	First Quarter	~	~	~	1.8	1.7	0.5
	Median Percentile Rank	~	~	~	85.7	84.0	88.6
District							
	Fourth Quarter	~	42.3	45.5	46.6	48.3	49.7
	Third Quarter	~	27.8	27.4	28.4	29.0	27.6
	Second Quarter	~	20.3	17.9	16.7	15.2	15.2
	First Quarter	~	9.7	9.2	8.3	7.4	7.6
	Median Percentile Rank	~	70.2	71.8	73.3	74.6	75.3
State							
	Fourth Quarter	~	26.2	27.3	28.1	28.7	29.2
	Third Quarter	~	25.0	24.9	25.1	25.3	25.6
	Second Quarter	~	26.2	25.4	25.1	24.6	24.6
	First Quarter	~	22.7	22.4	21.7	21.4	20.6
	Median Percentile Rank	~	51.4	52.4	53.2	53.9	54.5
Nation							
	Fourth Quarter	~	25.0	25.0	25.0	25.0	25.0
	Third Quarter	~	25.0	25.0	25.0	25.0	25.0
	Second Quarter	~	25.0	25.0	25.0	25.0	25.0
	First Quarter	~	25.0	25.0	25.0	25.0	25.0
	Median Percentile Rank	~	50.0	50.0	50.0	50.0	50.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
052002	Abita Springs Middle School						
	Fourth Quarter	~	23.6	16.1	18.1	20.8	36.0
	Third Quarter	~	26.4	28.6	23.6	31.2	29.3
	Second Quarter	~	33.3	37.5	37.5	31.2	28.0
	First Quarter	~	16.7	17.9	20.8	16.9	6.7
	Median Percentile Rank	~	51.0	48.0	44.3	53.3	60.0
052004	Alton Elementary School						
	Fourth Quarter	~	0.0	0.0	13.8	4.5	12.0
	Third Quarter	~	18.2	24.0	3.4	4.5	40.0
	Second Quarter	~	39.4	52.0	37.9	50.0	20.0
	First Quarter	~	42.4	24.0	44.8	40.9	28.0
	Median Percentile Rank	~	28.0	40.5	27.0	28.5	52.0
052005	Bayou Lacombe Middle School						
	Fourth Quarter	~	7.1	24.5	16.2	20.0	30.0
	Third Quarter	~	28.6	24.5	33.8	38.0	34.0
	Second Quarter	~	38.6	30.6	33.8	24.0	30.0
	First Quarter	~	25.7	20.4	16.2	18.0	6.0
	Median Percentile Rank	~	41.2	50.0	50.0	52.5	61.5
052007	Boyet Junior High School						
	Fourth Quarter	~	37.1	43.8	30.0	~	~
	Third Quarter	~	33.7	27.0	50.0	~	~
	Second Quarter	~	24.1	18.5	20.0	~	~
	First Quarter	~	5.2	10.8	0.0	~	~
	Median Percentile Rank	~	67.8	70.0	65.0	~	~
052009	Carolyn Park Middle School						
	Fourth Quarter	~	26.1	32.4	23.6	28.7	32.8
	Third Quarter	~	28.4	38.2	33.8	32.3	28.0
	Second Quarter	~	31.8	22.9	26.8	25.0	26.3
	First Quarter	~	13.6	6.5	15.9	14.0	12.9
	Median Percentile Rank	~	55.4	61.8	54.5	59.3	61.5

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
052011	Clearwood Junior High School						
	Fourth Quarter	~	35.0	40.2	38.6	50.5	36.1
	Third Quarter	~	38.3	29.1	35.1	29.0	37.0
	Second Quarter	~	18.3	24.4	14.9	13.1	14.8
	First Quarter	~	8.3	6.3	11.4	7.5	12.0
	Median Percentile Rank	~	65.0	67.0	68.7	76.0	66.0
052014	Schoen, C.J., Middle School						
	Fourth Quarter	~	22.8	29.9	29.8	33.3	23.5
	Third Quarter	~	33.3	25.6	26.4	24.2	36.7
	Second Quarter	~	29.3	26.5	27.3	22.5	35.7
	First Quarter	~	14.6	17.9	16.5	20.0	4.1
	Median Percentile Rank	~	54.3	61.0	53.8	58.3	59.4
052016	Fifth Ward Junior High School						
	Fourth Quarter	~	13.5	27.9	37.2	28.9	38.6
	Third Quarter	~	10.8	32.6	32.6	36.8	27.3
	Second Quarter	~	43.2	27.9	23.3	26.3	22.7
	First Quarter	~	32.4	11.6	7.0	7.9	11.4
	Median Percentile Rank	~	36.7	53.0	66.0	64.0	64.0
052018	Folsom Elementary School						
	Fourth Quarter	~	17.9	15.8	16.1	~	~
	Third Quarter	~	44.8	34.2	32.3	~	~
	Second Quarter	~	20.9	34.2	27.4	~	~
	First Quarter	~	16.4	15.8	24.2	~	~
	Median Percentile Rank	~	53.8	50.3	49.8	~	~
052019	Folsom Junior High School						
	Fourth Quarter	~	~	~	~	24.3	32.8
	Third Quarter	~	~	~	~	22.9	37.7
	Second Quarter	~	~	~	~	32.9	23.0
	First Quarter	~	~	~	~	20.0	6.6
	Median Percentile Rank	~	~	~	~	45.0	63.7

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
052020	Lee Road Junior High School						
	Fourth Quarter	~	12.7	27.0	27.3	30.8	34.4
	Third Quarter	~	40.8	31.7	50.9	28.8	32.8
	Second Quarter	~	36.6	31.7	14.5	21.2	29.5
	First Quarter	~	9.9	9.5	7.3	19.2	3.3
	Median Percentile Rank	~	53.2	56.0	65.3	58.5	66.5
052021	Little Oak Middle School						
	Fourth Quarter	~	~	~	46.6	48.4	47.7
	Third Quarter	~	~	~	29.8	29.3	28.7
	Second Quarter	~	~	~	15.4	17.1	15.7
	First Quarter	~	~	~	8.2	5.3	8.0
	Median Percentile Rank	~	~	~	74.5	74.9	74.5
052024	Madisonville Junior High School						
	Fourth Quarter	~	25.0	13.2	23.5	32.3	29.8
	Third Quarter	~	29.2	42.1	35.3	46.2	29.8
	Second Quarter	~	35.4	35.5	29.4	18.5	29.8
	First Quarter	~	10.4	9.2	11.8	3.1	10.5
	Median Percentile Rank	~	56.7	52.0	55.0	65.5	56.0
052028	Mandeville Middle School						
	Fourth Quarter	~	50.6	43.7	47.9	49.5	45.2
	Third Quarter	~	28.9	30.1	28.8	30.7	34.3
	Second Quarter	~	16.2	20.9	20.6	15.5	16.3
	First Quarter	~	4.2	5.3	2.6	4.2	4.2
	Median Percentile Rank	~	75.7	69.9	74.9	75.3	73.0
052030	Pearl River Junior High School						
	Fourth Quarter	~	16.4	16.9	21.7	23.4	16.5
	Third Quarter	~	26.9	25.4	26.7	28.1	15.2
	Second Quarter	~	40.3	39.4	36.7	32.8	40.5
	First Quarter	~	16.4	18.3	15.0	15.6	27.8
	Median Percentile Rank	~	47.0	45.0	49.0	51.0	39.3

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
052031	Pine View Middle School						
	Fourth Quarter	~	21.1	41.5	36.8	51.2	43.1
	Third Quarter	~	20.0	25.5	29.4	35.4	33.8
	Second Quarter	~	27.8	22.3	29.4	13.4	15.4
	First Quarter	~	31.1	10.6	4.4	0.0	7.7
	Median Percentile Rank	~	40.3	66.5	64.0	77.0	73.0
052033	St. Tammany Junior High School						
	Fourth Quarter	~	12.9	17.3	14.9	12.4	21.0
	Third Quarter	~	18.9	21.6	21.6	29.7	32.6
	Second Quarter	~	30.3	28.1	34.5	35.2	29.0
	First Quarter	~	37.9	33.1	29.1	22.8	17.4
	Median Percentile Rank	~	37.2	41.0	40.3	46.2	53.6
052036	Sixth Ward Junior High School						
	Fourth Quarter	~	22.0	9.6	14.3	11.6	13.0
	Third Quarter	~	26.8	19.2	33.3	37.2	41.3
	Second Quarter	~	29.3	38.5	26.2	27.9	32.6
	First Quarter	~	22.0	32.7	26.2	23.3	13.0
	Median Percentile Rank	~	45.0	38.0	49.0	49.0	51.7
052038	Slidell Junior High School						
	Fourth Quarter	~	26.5	31.2	31.3	33.6	30.6
	Third Quarter	~	21.5	29.2	31.9	33.6	34.1
	Second Quarter	~	36.5	26.6	18.1	23.1	23.1
	First Quarter	~	15.5	13.0	18.8	9.8	12.1
	Median Percentile Rank	~	49.3	59.6	59.8	62.2	59.8
052051	Tchefuncte Middle School						
	Fourth Quarter	~	~	~	58.7	60.8	74.4
	Third Quarter	~	~	~	28.9	26.7	17.5
	Second Quarter	~	~	~	10.7	8.2	7.7
	First Quarter	~	~	~	1.7	4.3	0.4
	Median Percentile Rank	~	~	~	81.7	82.1	87.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
District							
	Fourth Quarter	~	29.5	32.6	35.1	38.5	39.4
	Third Quarter	~	28.9	29.1	30.0	30.2	30.2
	Second Quarter	~	27.4	25.7	22.5	20.6	21.4
	First Quarter	~	14.2	12.5	12.4	10.6	9.0
	Median Percentile Rank	~	58.3	60.6	63.0	66.6	67.1
State							
	Fourth Quarter	~	18.4	19.1	19.9	20.3	20.8
	Third Quarter	~	23.0	23.6	24.0	23.9	24.6
	Second Quarter	~	31.2	30.3	29.4	29.6	29.3
	First Quarter	~	27.5	27.0	26.7	26.1	25.3
	Median Percentile Rank	~	43.3	44.7	45.4	45.8	46.7
Nation							
	Fourth Quarter	~	25.0	25.0	25.0	25.0	25.0
	Third Quarter	~	25.0	25.0	25.0	25.0	25.0
	Second Quarter	~	25.0	25.0	25.0	25.0	25.0
	First Quarter	~	25.0	25.0	25.0	25.0	25.0
	Median Percentile Rank	~	50.0	50.0	50.0	50.0	50.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Norm-referenced Test (NRT) Results - Grade 8
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
052007	Boyet Junior High School						
	Fourth Quarter	~	~	~	~	~	46.0
	Third Quarter	~	~	~	~	~	30.0
	Second Quarter	~	~	~	~	~	18.3
	First Quarter	~	~	~	~	~	5.7
	Median Percentile Rank	~	~	~	~	~	70.8
052011	Clearwood Junior High School						
	Fourth Quarter	~	~	~	~	~	42.6
	Third Quarter	~	~	~	~	~	33.0
	Second Quarter	~	~	~	~	~	19.1
	First Quarter	~	~	~	~	~	5.2
	Median Percentile Rank	~	~	~	~	~	71.5
052016	Fifth Ward Junior High School						
	Fourth Quarter	~	~	~	~	~	42.5
	Third Quarter	~	~	~	~	~	27.5
	Second Quarter	~	~	~	~	~	22.5
	First Quarter	~	~	~	~	~	7.5
	Median Percentile Rank	~	~	~	~	~	61.7
052019	Folsom Junior High School						
	Fourth Quarter	~	~	~	~	~	21.4
	Third Quarter	~	~	~	~	~	30.4
	Second Quarter	~	~	~	~	~	32.1
	First Quarter	~	~	~	~	~	16.1
	Median Percentile Rank	~	~	~	~	~	51.8
052020	Lee Road Junior High School						
	Fourth Quarter	~	~	~	~	~	35.1
	Third Quarter	~	~	~	~	~	35.1
	Second Quarter	~	~	~	~	~	26.3
	First Quarter	~	~	~	~	~	3.5
	Median Percentile Rank	~	~	~	~	~	60.3

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Norm-referenced Test (NRT) Results - Grade 8
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
052024	Madisonville Junior High School						
	Fourth Quarter	~	~	~	~	~	25.9
	Third Quarter	~	~	~	~	~	35.2
	Second Quarter	~	~	~	~	~	29.6
	First Quarter	~	~	~	~	~	9.3
	Median Percentile Rank	~	~	~	~	~	56.0
052027	Mandeville Junior High School						
	Fourth Quarter	~	~	~	~	~	67.8
	Third Quarter	~	~	~	~	~	20.9
	Second Quarter	~	~	~	~	~	9.9
	First Quarter	~	~	~	~	~	1.5
	Median Percentile Rank	~	~	~	~	~	85.3
052030	Pearl River Junior High School						
	Fourth Quarter	~	~	~	~	~	37.1
	Third Quarter	~	~	~	~	~	22.9
	Second Quarter	~	~	~	~	~	27.1
	First Quarter	~	~	~	~	~	12.9
	Median Percentile Rank	~	~	~	~	~	61.3
052032	Pitcher, William, Junior High School						
	Fourth Quarter	~	~	~	~	~	38.5
	Third Quarter	~	~	~	~	~	32.0
	Second Quarter	~	~	~	~	~	18.9
	First Quarter	~	~	~	~	~	10.7
	Median Percentile Rank	~	~	~	~	~	66.0
052033	St. Tammany Junior High School						
	Fourth Quarter	~	~	~	~	~	28.5
	Third Quarter	~	~	~	~	~	33.3
	Second Quarter	~	~	~	~	~	24.8
	First Quarter	~	~	~	~	~	13.1
	Median Percentile Rank	~	~	~	~	~	58.8

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Norm-referenced Test (NRT) Results - Grade 8
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
052036	Sixth Ward Junior High School						
	Fourth Quarter	~	~	~	~	~	15.2
	Third Quarter	~	~	~	~	~	42.4
	Second Quarter	~	~	~	~	~	36.4
	First Quarter	~	~	~	~	~	6.1
	Median Percentile Rank	~	~	~	~	~	54.3
052038	Slidell Junior High School						
	Fourth Quarter	~	~	~	~	~	34.5
	Third Quarter	~	~	~	~	~	34.5
	Second Quarter	~	~	~	~	~	24.7
	First Quarter	~	~	~	~	~	6.4
	Median Percentile Rank	~	~	~	~	~	66.3
052053	Fontainebleau Junior High School						
	Fourth Quarter	~	~	~	~	~	47.3
	Third Quarter	~	~	~	~	~	28.9
	Second Quarter	~	~	~	~	~	15.5
	First Quarter	~	~	~	~	~	8.3
	Median Percentile Rank	~	~	~	~	~	73.9

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Norm-referenced Test (NRT) Results - Grade 8
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
District							
	Fourth Quarter	~	~	~	~	~	42.8
	Third Quarter	~	~	~	~	~	30.1
	Second Quarter	~	~	~	~	~	19.9
	First Quarter	~	~	~	~	~	7.2
	Median Percentile Rank	~	~	~	~	~	69.9
State							
	Fourth Quarter	~	~	~	~	~	24.2
	Third Quarter	~	~	~	~	~	26.4
	Second Quarter	~	~	~	~	~	28.5
	First Quarter	~	~	~	~	~	20.8
	Median Percentile Rank	~	~	~	~	~	51.0
Nation							
	Fourth Quarter	~	25.0	25.0	25.0	25.0	25.0
	Third Quarter	~	25.0	25.0	25.0	25.0	25.0
	Second Quarter	~	25.0	25.0	25.0	25.0	25.0
	First Quarter	~	25.0	25.0	25.0	25.0	25.0
	Median Percentile Rank	~	50.0	50.0	50.0	50.0	50.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Part 5. College Readiness

American College Test (ACT) Results	5-1
First-Time Freshman Performance.....	5-3

American College Test (ACT) Results

Scores on the American College Test (ACT) are widely used as an indicator of student preparedness for college. Most Louisiana public colleges and universities require that entering students take the ACT for admissions or placement purposes.

Organization

Table 9, American College Test (ACT) Results, presents average composite scores for graduating seniors for each school in the district receiving a *School Report Card*. Schools are shown in school site code order. Comparison data are presented for the district (public schools only), the state (public and nonpublic schools combined), and the nation (public and nonpublic schools combined).

The ACT results shown include test scores for 1) twelfth graders who took the test in the current year and 2) twelfth graders who took the test as eleventh graders and elected not to retake it as seniors. If a student took the test in both the eleventh and twelfth grades, only the twelfth grade score has been included.

Data Presentation: *School Report Card*

A college readiness indicator that includes ACT information is presented on the *1996-97 School Report Cards* of those schools that have a twelfth grade. The *Report Cards* present 1996-97 average ACT composite scores at the school, district, state, and national levels.

Method of Calculation

The ACT composite score is an average score based on the scores for the four ACT assessment tests (English, mathematics, reading, and science reasoning). The composite score, which ranges from 1 to 36, is a measure of the student's general educational development across these four subject areas.

Data Source

The ACT indicator is based on student-level data supplied to the LDE by the testing contractor, American College Testing.

References

Franklin, B.J., and Crone, L.J., (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.

LDE researchers have found the ACT performance of Louisiana students correlates highly with their performance on LEAP (CRT and NRT) tests. Further, those districts with the highest percentage of students taking the ACT have the highest ACT scores. This finding tends to dispute a widely-held assumption that the higher the percentage of students taking the ACT, the lower the average score (Franklin and Crone, 1993).

Table 9: American College Test (ACT) Results
Average Composite Scores

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
052013 Covington High School	19.8	19.9	19.4	19.9	19.9	19.8
052026 Mandeville High School	21.6	21.6	21.4	21.5	20.9	21.5
052029 Pearl River High School	19.8	19.5	19.6	20.0	19.2	19.4
052035 Salmen High School	19.0	18.9	19.4	18.8	19.1	19.4
052037 Slidell High School	21.5	21.1	20.6	20.4	20.7	20.7
052039 Northshore High School	21.4	21.3	21.6	21.4	21.7	22.0
052052 Fontainebleau High School	~	~	~	~	~	21.1
District (Public)	20.8	20.7	20.5	20.6	20.5	20.8
State (Public and Nonpublic)	19.4	19.5	19.4	19.4	19.4	19.4
Nation (Public and Nonpublic)	20.6	20.7	20.8	20.8	20.9	21.0

~ = Unavailable Data

First-Time Freshman Performance

The number of freshmen who enroll in remedial courses during their first semester of college is one measure of the extent to which high school graduates are prepared for college.

Since 1987, the Louisiana Board of Regents has collected and reported information on the number of Louisiana high school graduates who enroll in Louisiana colleges and universities the following fall and enroll in remedial/developmental courses. The 1993 Legislature, believing that parents should have access to this information, enacted legislation mandating that this first-time college freshmen data be incorporated into the *Progress Profiles*.

Organization

Table 10, First-time College Freshmen Performance, presents the number and percent of students who 1) graduated from *Report Card* schools and 2) enrolled as first-time freshmen during the following fall semester at any of the state's two- and four-year public and private universities. The table also reports the number and percent of first-time college freshmen who were enrolled in at least one remedial course during their first regular semester of college study.

Data Presentation: *School Report Card*

The college readiness indicator that includes first-time college freshmen information is presented on the 1996-97 *School Report Cards* of schools that have a twelfth grade.

Note: The first-time college freshmen data reported on 1996-97 School Report Cards represent information on 1995-96 high school graduates.

Definitions

- *First-time college freshman*—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours of credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

Formula Used to Calculate First-time College Freshmen Percentages

$$\frac{\text{Percent of High School Graduates Who Were First-time College Freshmen}}{\text{Total Number of High School Graduates}} = \frac{\text{Number of First-time College Freshmen}}{\text{Total Number of High School Graduates}} \times 100$$

$$\frac{\text{Percent of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} = \frac{\text{Number of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} \times 100$$

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- *Graduate*—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.
 - *Remedial course*—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are enrolled part time or full time) but do not carry degree credit.

Method of Calculation

The two formulas used in calculating the first-time college freshmen indicator are presented on the preceding page. The percent of high school graduates who become first-time college freshmen is calculated for public school graduates who attend in-state public colleges and universities.

Data Sources

The first-time college freshmen indicator is based on data submitted to the LDE by Louisiana public and private universities to LDE in compliance with La. R.S. 17:3912 (since repealed).

Table 10
First-time College Freshmen Performance

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052013	Covington High School												
	Number of High School Graduates ¹		~		300		273		317		311		308
	HS Graduates Who Were First-time College Freshmen	~	~	39.00	117	43.96	120	34.07	108	34.73	108	41.56	128
	First-time Freshmen Enrolled in College Remedial Courses	~	~	40.17	47	45.83	55	54.63	59	45.37	49	41.41	53
052026	Mandeville High School												
	Number of High School Graduates ¹		~		307		351		340		353		277
	HS Graduates Who Were First-time College Freshmen	~	~	41.04	126	48.72	171	46.18	157	40.51	143	67.51	187
	First-time Freshmen Enrolled in College Remedial Courses	~	~	37.30	47	42.11	72	39.49	62	30.07	43	41.18	77
052029	Pearl River High School												
	Number of High School Graduates ¹		~		93		70		103		85		103
	HS Graduates Who Were First-time College Freshmen	~	~	29.03	27	40.00	28	23.30	24	30.59	26	23.30	24
	First-time Freshmen Enrolled in College Remedial Courses	~	~	59.26	16	50.00	14	41.67	10	46.15	12	54.17	13
052030	Pearl River Junior High School												
	Number of High School Graduates ¹		~		~		~		152		~		~
	HS Graduates Who Were First-time College Freshmen	~	~	~	~	~	~	0.00	0	~	~	~	~
	First-time Freshmen Enrolled in College Remedial Courses	~	~	~	~	~	~	0.00	0	~	~	~	~
052035	Salmen High School												
	Number of High School Graduates ¹		~		135		145		152		136		208
	HS Graduates Who Were First-time College Freshmen	~	~	32.59	44	48.97	71	32.89	50	39.71	54	37.98	79
	First-time Freshmen Enrolled in College Remedial Courses	~	~	70.45	31	70.42	50	52.00	26	59.26	32	49.37	39
052037	Slidell High School												
	Number of High School Graduates ¹		~		324		276		330		318		310
	HS Graduates Who Were First-time College Freshmen	~	~	51.85	168	53.62	148	34.85	115	41.51	132	38.71	120
	First-time Freshmen Enrolled in College Remedial Courses	~	~	44.05	74	43.24	64	39.13	45	43.18	57	48.33	58
052039	Northshore High School												
	Number of High School Graduates ¹		~		179		178		153		211		236
	HS Graduates Who Were First-time College Freshmen	~	~	48.04	86	50.56	90	42.48	65	31.75	67	38.98	92
	First-time Freshmen Enrolled in College Remedial Courses	~	~	39.53	34	44.44	40	40.00	26	43.28	29	32.61	30

¹ Represents graduates from the previous school year.

~ = Unavailable data

Table 10
First-time College Freshmen Performance

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Public)													
	Number of High School Graduates ¹		~		1,338		1,293		1,547		1,414		1,442
	HS Graduates Who Were First-time College Freshmen	~	~	42.45	568	48.57	628	33.55	519	37.48	530	43.68	630
	First-time Freshmen Enrolled in College Remedial Courses	~	~	43.84	249	46.97	295	43.93	228	41.89	222	42.85	270
State (Public)													
	Number of High School Graduates ¹		~		33,593		33,772		34,937		36,275		36,407
	HS Graduates Who Were First-time College Freshmen	~	~	38.66	12,986	44.15	14,912	40.30	14,079	40.27	14,608	37.62	13,697
	First-time Freshmen Enrolled in College Remedial Courses	~	~	53.70	6,973	55.00	8,201	47.77	6,726	48.64	7,106	49.93	6,839

¹ Represents graduates from the previous school year.

~ = Unavailable data

aggregate days attendance—the sum of the total number of days that students are *present* at the school site over the course of the school year.

aggregate days membership—the sum of the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.

class—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

combination school category—any school whose grade structure falls within the range PK-12 and is not described by any of the other school category definitions. These schools generally contain some grades in the K-6 range and grades in the 9-12 range. Examples would include grade configurations such as K-12, K-3, 9-12, 4-6, and 9-12.

criterion-referenced test (CRT)—tests that produce a score that tells how individuals/schools perform in achieving an established criterion; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

cumulative enrollment—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.

day of attendance—a student is considered in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.

“Students who meet the above criteria and are present at the school site for 26-50% of the student’s instructional day shall be credited with a half day’s attendance. Those who meet the above

criteria and are present for at least 51% of the student’s instructional day are credited with a whole day’s attendance. Students who are not physically present or who are participating for 25% or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (Bulletin 741)

dropout—the National Center for Education Statistics (NCES) defines a dropout as “an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.”

“For purposes of applying the dropout definition, the following definitions also apply:

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. A school completer is an individual who has graduated from high school or completed a state- or district-approved education program.
3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home-based instruction, and school-sponsored secondary (but **NOT** adult) programs leading to a GED or some other certification differing from the regular diploma” (NCES, 1993).

elementary school category—any school whose grade structure falls within the range PK-8 and excludes grades 9-12.

faculty—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant principals, guidance counselors, librarians, and other instructional staff (provided they teach at least one course).

first-time college freshman—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

graduate—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.

high school category—any school whose grade structure falls within the range 6-12 and includes grades 10-12, or any school that contains only grade 9.

in-school expulsion—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.

in-school suspension—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.

median national percentile rank—for the school, district, or state is determined by ordering all scores from high to low and selecting the middle rank. This shows the percentage of the national norm group that scored below the middle score.

middle/junior high category—any school whose grade structure falls within the range 4-9, includes grades 7 or 8 and excludes grades, PK-3 and 10-12.

norm-referenced test (NRT)—tests that produce a score that tells how individuals/schools perform in comparison with other individuals/schools; LEAP NRT results (as reported by *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

October 1 membership—total number of students enrolled in a school on October 1, which is operationally defined by NCES as the first day of the academic school year.

out-of-school expulsion—removal (exit) of a student from school for a determined number of days with no provision of instructional services.

out-of-school suspension—student is temporarily prohibited from participation in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

percent of student attendance—the ratio of aggregate days student attendance to aggregate days membership.

remedial course—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are part-time or full-time) but do not carry degree credit.